

PEACE EDUCATION

POSITIVE CHANGE VIA PEER MEDIATION

IN THE PRIMARY SCHOOL

By

COLIN CHARLES ISAACS

A Dissertation submitted to the Higher Degrees Committee of
Peninsula Technikon in partial fulfilment of the requirements for the
Degree of Master of Technology: Education
in the Faculty of Science

SUPERVISOR: DR BEATRICE THUYNSMA

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DECLARATION

I, Colin Charles Isaacs, state that the contents of this dissertation represents my own work and that the opinions contained herein are my own and not necessarily that of any institution. The contents of this research has not been submitted at any higher educational institution.

Signed at Lansdowne

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... And in conclusion, I give all the praise to the Lord Jesus Christ in whom I live and through whom all things are possible.

ABSTRACT

Peace Education strives to provide for the promotion and building of a peaceful society. A Peer Mediation Programme is one of the strategies designed to promote Peace Education in that it provides the skills for the resolution of conflict. The main objective of this evaluation research was to evaluate the conceptualisation, the design, the implementation and the impact of a Peer Mediation Programme that is being implemented at a primary school.

The literature review was an in-depth study of the existing literature relating to conflict resolution and peer mediation. The main aspects covered by the literature were the nature of conflict and how it evolved and created meaning for itself. It also examined discipline and behaviour in the context of schools and the move towards alternative behavioural programmes at schools. It defined Peace Education and outlined the use of peer mediation as an alternative behavioural strategy, which could instil positive values and skills. It finally reviewed the benefits of alternative mediation programmes and the positive effects that it would have on the stakeholders involved in the programme.

The research design used was Mouton's Logical model. The research was conducted by using qualitative and quantitative methods. The qualitative methods included five focus group interviews and two individual interviews with all the relevant stakeholders who were associated with the programme. All the relevant documentation relating to the programme was examined and analysed. The quantitative method consisted of a questionnaire which all the mediators completed.

The analyses of the data led to interesting findings. The Peer Mediation Programme was well conceptualised by the different stakeholders. There was the problem of 'dual roles' for mediators that impacted on the stakeholders' conceptualisation of the programme. The school had developed a unique design which was adapted to the culture of the school. The programme was well implemented and impacted positively on the school, the mediators, the parents and the community. Community involvement, however, was lacking.

While the evaluation research revealed that the programme was successfully implemented, with positive results, it was recommended that the conceptualisation of the programme be expanded on and developed in order to improve the overall understanding of the programme. It was also recommended that the design should include all grades in an adapted programme. Parents also needed to become more involved in the programme.

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DEFINITION OF TERMS

Peace Education refers to the process whereby people are empowered with the necessary skills, attitudes and knowledge to enable them to create a peaceful society.

Peer refers to a person of the same rank, ability or age.

Peer Mediation Programme refers to a special programme for selected Grade 7 learners in which the learners are trained to mediate amongst peer learners who experience conflict situations at school.

Mediation refers to the act of bringing about an agreement between two learners who are experiencing conflict.

Selected Grade 7 learners refer to the learners who have undergone a selection process at the school and who are training as mediators.

The Youth Project engages in long-term peace building in school communities. The project's primary goal is to build capacity by equipping, empowering and encouraging teachers and other educators to promote Peace Education and constructive conflict resolution among young people. Since 1991, the Youth Project has worked with groups of principals, educators, school clinics, child and youth-related organisations, parents and groups of young people.

In 1992, one of the educators at the school, was given the task of teaching guidance to the then Standard 5 learners. As part of her own professional development to teach the subject, the educator embarked an extra-mural life skills course, which was run by the University of Cape Town at the time. While attending the life skills course, the educator was exposed to the CCR, and through it, the course on conflict resolution and peer mediation, which she duly completed. She then arranged for the conflict resolution and peer mediation course to be implemented at the school. The course was conducted over two full days for the entire staff. The course was then implemented for selected Grade 7 learners who were trained as peer mediators.

Over the years the design of the programme was improved upon for the learners and implemented each year as Peace Education with the focus on the Peer Mediation Programme. Presently, three educators at the school are responsible for the training of approximately 30 Grade 7 learners. Two of these educators are part of the original staff that was initially trained in conflict resolution and peer mediation at the school. The educator, who originally introduced the programme at the school, left the school in 1997.

1.2. The Present

The Peer Mediation Programme at the school had been adapted from the original programme introduced by The Centre for Conflict Resolution's Youth Programme called Creative and Constructive Approaches to Conflict (CCAC) and the Mediation in School Communities (MISC). The peer mediators have a special classroom called the Mediator Room, where the programme is taught to them once a week on the same day in the afternoon for an hour.

1.3. The Problem Statement

The focus of this research is to evaluate the conceptualisation, the design, the implementation and the impact of the Peer Mediation Programme for Grade 7 learners with the purpose of improving the programme for future implementation using a multi-method evaluation approach.

1.4. The Research Objectives

The research objectives for this evaluation research are to:

- a) Evaluate the conceptualisation of the programme;
- b) Evaluate the design of the programme;
- c) Evaluate the implementation of the programme; and
- d) Evaluate the impact of the programme on the learners, parents, the school and the community

1.5. The Rationale Underlying the Research

At any school learners often find themselves engaged in situations that give rise to conflict. In many instances the conflict may not be resolved which could lead to problematic behaviour and disciplinary problems. The introduction of Peace Education, and in particular a Peer Mediation Programme at a school teaches learners to resolve conflict amongst themselves.

I personally completed the conflict resolution course twice. As I began to apply the learnt principles of mediation in my own place of employment as an educator, I became aware of the benefits of Peace Education. It also became apparent that the programme was allowing for the development of knowledge, skills, and the instilling of positive values such as honesty, integrity, respect, self-awareness, trust and impartiality for the mediators and those who were affected by it.

The Peer Mediation Programme, which is presently being implemented at the school where I intended to do the research, has never been subjected to any form of evaluation since its inception in 1994. The programme therefore has no scientific instrument by means of which to gauge whether the knowledge, skills and values had been imparted to the mediators, or whether the programme had impacted positively on the school.

I therefore decided to conduct an evaluation research study at the school to evaluate the conceptualisation, design, and implementation of the Mediation Programme as well as the impact of the Programme on the stakeholders. I believe

that the research will reveal whether the intended knowledge, skills and values are being imparted to the mediators in the programme, and whether these skills and values will positively impact on the ethos of a school and the lives of the mediators doing the training. The findings and recommendations could be used to improve on the different aspects of the programme for further implementation.

1.6. Preliminary Readings

In order to support my rationale I decided to research the literature. My initial readings focused on what conflict actually is. Crawley (1992), Schrupf et al, (1991), Perlstein and Thrall (1996) and Markham (1996) added to my understanding of conflict. They define conflict as a natural part of our lives that could have a positive effect if dealt with appropriately.

I also focused on discipline in schools and while Docking (1989) provides an expanded definition of discipline both Smith and Daunic (2002) advocate alternative programmes to support positive behaviour. They state that conflict resolution programmes included instruction to make conflict a constructive process. At this point I started to focus on the mediation process. Perlstein and Thrall (1996), Mc Mahon (1996) and Schrupf, Crawford, and Chu Usadel (1991) are clearly able to outline mediation programmes at schools. The necessity for alternative programmes also stemmed from the South African School's Act, which makes provision for a code of conduct, which governs the discipline of learners.

It was also necessary to focus on Peace Education. Dovey (1995), Benson (1995), Malan (1995) and Smit (1999) all provide a clear understanding of how Peace Education is the umbrella for different strategies to create a non-violent and peaceful community.

This initial literature search served to strengthen my awareness that a Peer Mediation Programme would instil knowledge skills and values for the learners who participated in the programme. Pendharker (1994), Arnold (1995) and Glasser (as cited in Pendharker, 1995) substantiate the benefits of conflict resolution programmes.

It was becoming very clear that these preliminary readings would help me to develop a substantial literature review. In my communication with the CCR, I discovered that theirs is the largest conflict resource library in Africa, and that I could continue to develop my literature study, and my own understanding, using the facility.

1.7. The Research Design

I had decided to use an evaluation research design to evaluate the Peer Mediation Programme. Rutman explains that evaluation research uses scientific methods to measure the implementation and outcomes of a programme in order to make informed decisions about a particular programme (Rutman, 1984).

The Peer Mediation Programme would thus be subjected to Mouton's Logical Evaluation model where the evaluation would focus on the conceptualisation, design, implementation and the impact of the programme on different

stakeholders. After the analysis and interpretation of the data the evaluation adopted a formative function. According to Scriven (1991), a formative function provides feedback in order to improve on a programme.

1.8. The Methodology

While both quantitative and qualitative methods were used in the evaluation research, this evaluation research predominantly made use of qualitative methods. Quantitative methods were used with the questionnaire. Focus group interviews were used with the parents of the mediators, the mediators, the grade 7 educators, the role players involved in the programme and the facilitators of the programme. Two individual interviews were also used. In addition the documentation related to the programme was examined to gain a better understanding of the programme. The mediators also completed a questionnaire. All the ethical safeguards were adhered to while doing the research.

1.9. The Beneficiaries

The research could be helpful to educators who are implementing the Peer Mediation Programme. The findings could assist the educators in expanding on the design and implementation of the programme. Parents will be made aware of the positive impact that the programme has for children who participate in it as mediators. The Peer Mediation Programme at the school should improve positively as the staff would have a better understanding of the programme and would therefore be able to implement it with greater confidence. The mediators and learners could benefit from an improved programme.

1.10. The Thesis Outline

Chapter 1 locates the study within the context of the research. It furnishes background to the Peer Mediation Programme, which had been adapted from the original programme introduced by the Centre for Conflict Resolution's Youth Programme.

Chapter 2 deals with the literature reviewed on the nature of conflict and the creation of meaning within the context of discipline and behaviour in the school as well as the move towards alternative behavioural programmes. Peace Education is defined and the use and benefits of peer mediation, as an alternative behavioural strategy, to develop and nurture knowledge, skills and positive values are explored.

Chapter 3 focuses on the research design as well as a detailed account of the research instrument and methods that were used as part of the data collection process. Chapter 4 presents the results of the empirical data that was collected, analysed and interpreted. The analysis of documentation related to the programme is also analysed. The trends and patterns that emerge are linked to the literature.

Chapter 5 provides a comprehensive summary of the findings as well as recommendations after reflection on the problem stated in association with the intended objectives of the evaluation research. The remaining section includes the appendices and the references.

CHAPTER 2

LITERATURE REVIEW

The literature review provides information on the nature of conflict, and how it evolves and creates meaning for itself. It also examines discipline and behaviour in the context of schools and the move towards alternative behavioural programmes at schools. It defines Peace Education and outlines the use and benefits of peer mediation as an alternative behavioural strategy, which can instil positive values such as honesty, integrity, respect, self-awareness, trust and impartiality as well as skills such as problem-solving and leadership for learners

2.1. The Nature of Conflict

In defining conflict, Crawley (1992:10) states that it is: "A manifestation of differences working against one another." He explains that we all have personal filters that colour what we see and how we feel. We then construct a set of emotional responses based on our significant experiences. This affects our perceptions, since our first impressions have a large impact on our reactions to anything. We are thus constantly making connections between the different parts of what we see. This is done in an attempt to make sense of the world. Crawley (1992:24) further explains that, "We make sense of the world around us through a mixture of observation and interpretation." These interpretations are subjective and are not necessarily factual, while the observations, on the other hand, are objective, often impartial and approaching certainty. It is these differences that continually work against each other, giving rise to conflict.

Pickering (2000) takes this analysis of Crawley's a step further and mentions the misconceptions which conflict creates. These misconceptions are that if conflict is left alone, it will take care of itself; that conflict is a sign of poor management; that conflict is unpleasant and that conflict is negative and destructive.

However, Schrupf, Crawford and Chu Usadel (1991) have another viewpoint when they explain that conflict is a natural and vital part of life, which can have a positive effect. It develops synergy, which creates alternatives and develops self-worth as well as opportunities for fulfilment. Schrupf et al, attribute the negative attitudes assimilated by conflict to factors like the media, parents, teachers or even friends. They explain that the negative perceptions created around conflict can be removed by understanding the person so that a positive perception can result in empowerment and eventual control of our lives. They see the mutual acknowledgement of the other person's values and views as the first step towards a solution.

Crum (1989) has a similar viewpoint when he refutes the negative myth of conflict. Instead he refers to conflict as being everywhere. He sees it as a critical issue in an ever-increasingly complex planet with weapons of annihilation and an ever-increasing population. He states, "We need to embrace conflict as a motivator for change in our lives." (Crum, 1989:31).

Perlstein and Thrall (1996:5) also state, "Conflict in a word is a 'clash,' a disagreement between two parties." The 'clash' must be visualised as a problem

that is based on another problem and thus giving rise to conflict. These problems arise out of unmet psychological needs such as identity, security, control, recognition and fairness. Markham (1996) relates the cause of conflict to different personality types with different needs.

While it becomes apparent that conflict has different contextual meanings and interpretations, Sorenson (1992) summarises the other interpretations when he clearly explains that conflict occurs because of honest perceptual differences, misunderstandings, irritations, inappropriate expectations and unknown sources. He also justifies the different perceptions of conflict when he states that we differ in the perception of the world because of our genetic and experiential backgrounds. One has to carefully conceptualise the orientation of conflict within the context of conflict management, conflict resolution and conflict transformation, and to know that there are differing opinions on how these terms are conceptualised.

Perlstein and Thrall (1996) differentiate between four different types of conflict. Interpersonal conflict occurs between one or two parties; intrapersonal conflict occurs within oneself; intergroup conflict occurs between groups, and intragroup conflict occurs between one or two parties within a group. Disputes often overlap and combine these different conflicts.

The larger field of conflict studies grapple with the questions regarding its basic orientation towards conflict. There are underlying sources of conflict in most

areas of social life and it therefore remains imperative that the conflict is identified and managed appropriately.

2.2. Conflict Management and Conflict Transformation

Conflict management is a commonly chosen phrase. Warters (2000) explains that the term reflects a belief that conflict is an ongoing part of life that may not be ended but that can be managed. The management refers to intervention techniques that are used to minimise destructive aspects. Critics of this perception feel that there is too much emphasis on 'peace and quiet' rather than on 'peace and justice' and that conflict resolution should deal with the underlying causes, rather than dealing with the symptoms. It is regarded as being too idealistic and that true conflict resolution will require the interaction of more participants than were originally required.

Warters (2000) refers to conflict transformation as being more socially constructed and reconstructed through intervention, and while conflict management and conflict resolution are focussed on settling conflict, too little attention is given to the nature of the relationship.

Discipline and behaviour are two areas that play an important role in the nature of relationships when either managing conflict, or allowing for conflict transformation. In a school situation learners constantly engage in different relationships with each other. It is therefore essential that the focus be on creating a process whereby conflict transformation assists in developing healthy relationships.

2.3. Discipline

While conflict is part of our natural lives, it greatly impacts on the discipline in any school situation. In a report on the standards of discipline in English schools, Docking (1989:6) critiques a definition of discipline which describes discipline as “maintaining an orderly system that creates the conditions in which learning takes place.” He argues that this definition is far too conditional and that it does not make any reference to what good discipline is. I feel that in this context, discipline takes on an instrumental role, which allows for something to be achieved without any real education having taken place. Discipline cannot simply just allow for the achievement of objectives without considering the practical implications. In contrast to this definition he does, however, introduce three expanded definitions of discipline that encompass conforming to socially acceptable behaviour, self-control and responsible behaviour where:

- a) Socially acceptable discipline at school refers to the behaviour to which children conform. This allows for the smooth functioning of a school and for an environment conducive to learning. This type of discipline is facilitative and can be controlled externally and through the way teaching is conducted.
- b) Self-controlled behaviour is subject to internalisation, which is governed by the manner in which learners perceive the rules and the enforcement thereof.
- c) Responsible behaviour is the behaviour, which reflects the learner’s understanding of, as well as the imaginative feel for the situation. It also encompasses the learners’ sense of commitment for the school and the community (Docking 1989:7).

Docking (1989) indicates that this expanded definition of discipline develops sensitivity; the recognition of others’ viewpoints; a sense of judgement;

the ability to foresee consequences and take the necessary action; the realisation of counter productivity; a sense of morale behaviour and an acceptance of codes. "When pupils are involved in the decision-making and the execution of school policy, they are more likely to behave in a socially acceptable way"(Docking, 1989:9).

The expanded definition of discipline empowers learners with social skills like responsibility and accountability. These very important skills form a foundation for co-existence in a school situation. While conflict forms part of our daily existence, learners need to develop discipline as part of their healthy co-existence. This discipline needs to reflect a sense of responsibility, social adaptability and self-control.

2.4. Behaviour

Good discipline, and the maintenance thereof, is regarded as the foundation of an effective school. Jackson (1991) speaks of the educational necessity of discipline. He states that those who have attempted to erase discipline from the school system tend to forget that the simple fact that learning demands a disciplined response from the child.

MacGarth (1998) states that the major source of conflict in schools is disruptive behaviour. While we acknowledge that there will always be behavioural problems in schools, it is nevertheless imperative that one understands why learners misbehave and what causes the unacceptable behaviour.

According to Montgomery (1998), it is often difficult to define behavioural problems because they are socially disapproved and what one person classes as bad behaviour, another might not, since a different set of judgement values are involved. She further explains that learners, who have insufficient social skills to negotiate themselves out of trouble, exhibit socially disapproved behaviour. When these behavioural problems occur in the classroom, they are related to peer pressure, alienation and even the fear of failure. Learning difficulties also occur, and, if they remain undetected, will eventually become learning problems. There is an inextricable link between the learning problems and behavioural problems.

Kamps (2002) states that at some point all children exhibit problematic behaviour, which is considered frustrating to parents and teachers. It is common that certain behaviours test adults, as a means to learn the rules and determine the limits, or even to exert control. Based on empirical research, Kamps also states that half of all children exhibiting behavioural problems eventually progress to a normal developmental pathway with appropriate communication and problem-solving skills replacing the anti-social behaviour.

Developing children learn appropriate behaviour via modelling and teaching they receive from their parents. Adaptive behaviour includes following directions from adults; following the rules across different contexts; completing instructional tasks or chores; learning independence; requesting assistance and interacting with peers in a co-operative manner. These developmental progressions result in appropriate behaviour, meaningful and productive relationships with others, good school achievements and acceptance by teachers

and peers. Kamps (2002) questions what can be done to encourage good behaviour and claims that the most efficient way to eliminate inappropriate behaviour is to prevent its occurrence. This philosophy implies a focus on proactive, positive and instructive procedures. This further implies a shift away from reactive, punitive and exclusionary practices and a move towards alternative programmes.

2.5. Alternative Programmes

Smith and Daunic (2002) explain that when dealing with discipline problems at schools, traditional practices such as detention or suspension are punitive and often have lasting adverse effects. Instead they advocate that researchers and school-based professionals rather implement preventative approaches to behavioural problems. These approaches combine student-centred and skill building interventions. “Conflict resolution programmes that incorporate peer mediation training exemplify such an approach” (Smith and Daunic, 2002:143).

The school is a platform for developing a community. It challenges our educators to take on a holistic task of creating classrooms based on deep commitment, respect, care and dignity. In doing so these preventative approaches create the self-discipline necessary to build a community. Conflict resolution programmes can help to develop this self-discipline.

Smith and Daunic (2002) also further explain that these programmes have proliferated over the last decade, and that they provide educators with alternatives

to adult-centred strategies. In addition, they also make the point that these programmes should be infused with the academic programme for all learners at a school. The positive value of conflict resolution programmes is emphasised when they state, “Conflict resolution programmes include instruction to make conflict constructive, rather than a destructive process” (Smith and Daunic, 2002:143). A constructive view and understanding of conflict helps to form a basis for the alternative programme. Effective conflict resolution must help learners to realise that their approach to conflict, rather than the existence thereof, will help determine their social development.

Kamps (2002:14) relates this claim to what he refers to as ‘effective schools.’ These are schools that adhere to preventative approaches and have specialised curriculums that teach behavioural management, social skills, and school safety. These schools also promote other proactive involvement and interventions.

Dovey (1994) examines the needs of South African children and youth from a broader perspective than that of the school. She refers to the research that was done on the type of conflicts perceived to be facing young South Africans. The conflict ranged from those that were related to socio-political issues to those of a more personal level. She explains that many South African youth are inadequately equipped to channel their ideals constructively, and that their needs should be addressed holistically. This could be achieved through Peace Education programmes. These programmes should include schools, families and communities and would thus help to filter the concept of peace-making and

constructive conflict resolution to the broader community. Arend (1995) endorses this when he explains that educators would have to develop the core content into learning content and needed to apply the appropriate strategies to achieve the different aims when developing a Peace Education curriculum.

Not all educators hold the view that an alternative programme is the answer to corporal punishment in schools. Benson (1995) attributes this viewpoint to the fact that some of the educators come from schools where corporal punishment was used as a method of discipline, or that some educators still hold the view that caning is an effective form of discipline. She relates that the Youth Project trainers in the Peace Education programme do not judge or blame, but instead challenge these schools and the individuals to use constructive conflict resolution as an additional approach to discipline.

By encouraging the use of conflict resolution as one of the alternatives to corporal punishment, teachers are encouraged to experiment with alternative skills and strategies. It is therefore essential that these alternative programmes become an integral part of the curriculum.

2.6. Behavioural Management Programmes in South Africa

The South African Schools Act of 1996 makes provision for a Code of Conduct: "The Code of Conduct contains rules and principles to promote good conduct and to deal with undesirable conduct in the school situation" (Department of Education, 2000:6). Within the framework of a Code of Conduct a school has

to develop alternative strategies and behavioural management programmes to address behavioural problems and help develop an ethos for the school.

Wieliewicz (1986) explains that behavioural management needs to be seen in a developmental context and that when selecting an appropriate programme, the age and intellectual ability of the child must be considered.

In discussing alternatives to corporal punishment, Porteus, Valley and Ruth (2001) relate that the educational philosophies that guided 'Christian National Education' during the apartheid era believed that corporal punishment was the 'scientifically irrefutable' way in which to educate children. During those years corporal punishment was sanctioned by law and encouraged by teacher training institutions. Over the years the practice of corporal punishment became an accepted way of life in society.

"Since 1994, there have been several legislative initiatives to outlaw the physical and psychological abuse of learners at schools" (Porteus, Valley, and Ruth, 2001:6). Research has been done on the efficacy and impact of corporal punishment. On the 9 June 1995 the constitutional court decided that a legal system, which employs corporal punishment as a penal measure, demonstrates that an element of cruelty has been incorporated in the judicial system. This is regarded as a breach of the constitution. The legal implications of this verdict for education resulted in the Education Department suspending all forms of corporal punishment.

Benson (1995) explains that while alternatives to corporal punishment such as conflict resolution, whole school development and child management do exist; they require that educators be committed and dedicated to a long-term process. Arnold (1995) also holds the view that authoritarian practices such as detention, suspension and corporal punishment, are power-based methods of resolving conflict and that they incur higher costs than the interest-based options such as mediation, counselling, and group facilitation.

While this could be viewed as a victory for human rights, many feel that it does not reflect the realities that exist at schools and that to a large extent the educators are not able to effectively manage discipline. “Teachers from different schools, primary and secondary, rich and poor, private and public, feel that learners are becoming more unruly, and less respectful” (Porteus et al, 2001:1). A certain level of disrespect is evident in schools as learners become more empowered and are able to voice their opinions, knowing that educators cannot subject them to any form of punishment. Because violence pervades our lives, many people live in fear and this impacts negatively on schools where there is a powerful cycle of young people moving from ‘victims’ to ‘perpetrators’.

Benson (1995) realises that educators are desperate for solutions and explains that there are initiatives attempting to provide alternatives. These alternatives often challenge the behavioural patterns of educators, parents and the learners alike. These alternative methods nevertheless emphasise the importance of good process, since they consider the needs, interests, concerns and aspirations of all involved.

Muthige (1995) shares a similar view, when he emphasises that alternative programmes begin with individual teachers who need to embrace the principles of the programme and to practice the strategies. He endorses the need for adult commitment by adding that the underlying approach for the implementation of these programmes is that adults are the role models for youngsters and that adult behaviour affects children.

2.7. Alternative Dispute Resolution Systems Design

Conflict resolution as a school-based intervention programme is an alternative behavioural management programme, which will assist in the management of discipline at schools. It is necessary to understand how conflict resolution is orientated in the broader band of the alternative dispute resolution system before reviewing conflict resolution as a school-based programme.

The traditional methods of dispute resolution are adjudication and litigation. These methods are governed by laws and result in judgements, which are handed down by a judge. Alternative methods of dispute resolution are used with non-litigious conflict. With these methods the attention is focused on formal and informal approaches.

Ford (2003:1) explains what a system is within conflict management. He states that conflict may be a given constant, but that paradigms to explain conflict in organisations have changed. "Systems thinking or chaos theory is the latest paradigm that has been used to understand organisational conflict." The term system is now widely used in organisational conflict management. He explains

that the elements of a conflict management system that 'hang together' include the processes, the people, the rules, the physical environment, the control mechanisms as well as the less visible attributes such as attitudes, beliefs and values of the organisational members. A system wide perspective of the different approaches is referred to as the dispute system design. It has three conceptual elements.

In describing these three elements, Warters (2000) refers to them as interests, which are at stake, rights, which provide standards or an outcome, and power, which relates to the relationship of the parties involved. Disputing organisations or parties choose to consciously focus on one of these basic elements. Various conflict mechanisms emphasise these different basic elements.

Warters (2000:8) categorises them into three different categories. They are:

- a) The rights-based element, which focuses on fixed ground rules where the most common methods are judicial proceedings, grievance hearings, arbitration and litigation. Here the decisions are measured against a code, a contract, and an accepted practice in a field or an applicable law.
- b) The power-based element hinges on who has the most power. Examples of this element are warfare, coercive or punitive violence, strikes, protests and lockouts. Decisions here are ultimately based on majority votes.
- c) The interest-based approach focuses on conflict management where parties identify their basic needs, concerns and issues and work towards building a mutually satisfying agreement using methods of negotiation and mediation. It is from this interest-based approach that conflict resolution developed as a part of an alternative programme in schools.

Inger (1991) defines conflict resolution as a constructive approach to interpersonal and intergroup conflict that helps people with opposing positions to arrive at a mutually acceptable compromise. More specifically the term also refers

to the body of knowledge and the practice developed to realise the approach. “Conflict resolution refers to programmes that allow learners to resolve disputes peacefully outside of the school’s traditional disciplinary procedures” (Eric/Cass Virtual Library, 2000:1).

The achievement of constructive conflict resolution is not easy. In a world which demands high levels of individual achievement, competitive lifestyles and attitudes, and the pursuit of the interest of one’s self above that of others, the development of constructive methods of resolving differences provides us all with a great challenge in schools.

Schools that maintain conflict resolution programmes teach, model and incorporate different skills as part of the programme. Kamps (2002) explains that conflict resolution, as a school-based programme, usually includes instruction to make a conflict constructive rather than destructive. Different concepts or skills can be taught in self-contained units, or infused with other academic content and it can also be taught to all learners in selected groups. Glasser (as cited in Pendharker 1995) emphasises that the techniques used to successfully resolve conflict are social skills, and that many children at schools exhibit negative behaviour because they lack these skills.

The Conflict Resolution Network (2002:2) document advocates twelve different skills that are used in solving conflict. These skills are:

The win-win skill (where both parties are appeased); creative responses (turning problems into possibilities); empathy;

assertiveness; co-operative power (responding to resistance from others); managing emotions; the willingness to resolve; mapping the conflict (defining the problem area or concern); designing options; negotiating; mediation and broadening perspectives (respecting and valuing the differences of others).

These skills are contained to varying degrees, in all conflict resolution programmes. The effective implementation of these skills is greatly dependent on the design and implementation of the programme. The introduction of a conflict resolution programme at a school is a strategy that falls under a broad concept of Peace Education.

2.8. Peace Education in South Africa

When defining the concept Peace Education, Malan (1995) explains that peace is conceptualised with different interpretations. One interpretation might refer to it as a state of suppression that is achieved after unrest, while another interpretation might view it as a state that can only be achieved after a thorough rectification of conflict by those who uphold justice. These misunderstood interpretations, which seem to promote a forbearing state of peacefulness, emanate from the apartheid era where justice was prioritised and conflict was instigated rather than resolved. Malan continues to explain that Peace Education is probably not the ideal term but he describes it rather as an unfolding process which is addressing the underlying causes of conflict, the solving of the problems concerned and the restoration of relationships of justice, freedom and peace. The transformation taking place in the country contributes towards the contextual understanding of Peace Education.

Malan (1995) also holds the view that Peace Education has only recently emerged in education. When elaborating on this he explains that since the earliest form of education, conflict and conflict resolution must have taken place. When the introduction of the classical model of formal education came into being, these aspects of life were not the main focus. Conflict and the response to it were studied as part of history and literature. There was the probable assumption that parents, culture, customs and religious institutions handled these aspects. While over the years, children have benefited from valuable bits of informal education, there is also the problem that with each new generation, some of the essential elements of education for living are denied.

The inclusion of lifeskills in formal education, and conflict resolution in particular, was therefore crucial. This practice has only emerged as late as the second half of the twentieth century. Promoters of Peace Education therefore reveal a realism, which avoids conflict with other life skills training, but rather acknowledge the importance of communication skills, study methods, career orientation, environmental concerns, gender independence, sexual partnership, personal parental and social responsibilities, human rights, mutual understanding and mutual coexistence.

The Quaker Peace Centre Cape Town (1992) refers to Peace Education as helping people both to learn about peace and to develop skills and therefore Peace Education can be described as a process of promoting a non-violent and cooperative way of living. In this respect Keeney (1982), broadens the perspective to a global one when he states that an effective Peace Education would prepare

people to seek a world order which would provide equal opportunity for all to develop fully. He further states that through effective Peace Education people would learn techniques to resolve conflict peacefully.

According to Burns (1981:122), Peace Education should be based on sound principles, which are derived from different theological and philosophical perspectives.

He contends that Peace Education is a critical awareness and understanding of the contemporary world and its dilemmas; that it lives with paradox and vision that sees peace as fundamental to our survival; that it works towards creative and constructive social change; that it recognises the reality of conflict, tension, aggression and violence as part of human life; that it creates an awareness of others, their differences and the working towards reconciliation, and that it enhances growth of self-awareness and inner discipline.

Peace Education is also described as the development of skills, particularly skills in human relations and conflict resolution. These skills include the skill of being able to identify conflict, to discern the source of the conflict, to recognise that the parties in the conflict perceive a dispute in different ways, to be able to generate solutions, to recognise the values embedded in the solutions and to anticipate the consequence of alternative decisions (Smith, 1987).

Smit (1999) conceptualises Peace Education in the South African context. She explains that many political changes were brought about through education. Since 1994 South African schools have opened their door to all races and this has resulted in an accelerated change in the racial and social composition of learners.

It is within this context of one educational system that Peace Education is conceptualised.

According to Perlod (cited in Smit 1999:25) schools are experiencing problems with pupils involved in conflict, not only on the basis of race, but also in cultural groups. Teachers therefore find themselves in a position where they are not adequately equipped to deal with racial, cultural and social conflict. It is therefore crucial that lifeskills training in formal education include conflict resolution.

Smit (1999) uses countries like the United States, Canada and Australia as examples to illustrate how conflict resolution programmes in those schools have grown considerably and appear to be the emerging trend. She also endorses Malan (1995) when she refers to the transformation process in the country contributing to the understanding of Peace Education.

Dovey (1995) focused on and explored the need for Peace Education in South Africa and how it could best be implemented. The research was conducted in 1992 in the Western Cape and Johannesburg. The samples represented a variety of ethnic backgrounds, home languages and youngsters who were at school, studying further, working and unemployed. The findings related that young South Africans from all walks of life are living in a conflict-ridden culture. The vast majority of the respondents spoke of the conflict in their own lives. Many of the older respondents referred to the prevalence of interpersonal conflicts in their lives. Other common conflict areas centred on friends, teachers and racial

discrimination. The social problems mentioned were drugs and alcohol abuse, AIDS, gangs, poverty, inadequate housing, unemployment, township terror and sexual harassment. For many of the black youngsters, the conflicts referred to education. These were issues such as the high cost of education and disruptions that characterised their school careers. The samples were as a whole highly supportive of the idea that young people should be taught to deal with conflict constructively. The picture that emerged from the survey is that conflict resolution programmes would benefit young people and that they would be equipped with lifeskills and a constructive basis for problem solving and decision-making.

Educationalists who were subjected to the same survey responded that the youth were flexible and creative and although many of them were more assertive than their parents had been at their age, they were often inadequately equipped to channel their idealism constructively.

Malan (1995) explains that in redesigning education in South Africa, there is an opportunity for phasing out that which is outdated and phasing in that which is relevant. Since this process is happening in the context of broad-minded democratisation, it implies that there is an invitation for all to participate.

Dovey (1995:9) says, "They need to have opportunities to understand, question and challenge how society operates and how they can influence peaceful change in a positive way." All educationalists endorsed the need for Peace Education type programmes for children and the youth.

In reviewing the way forward, Dovey (1995) sees schools as the most central and obvious channel for Peace Education. The Peace Education should have its specific focus on conflict resolution and should be introduced, developed and implemented in South African primary and high schools. It should be regarded as a long-term process, which requires flexibility and openness. Schools should be able to take their own needs and capabilities into account when structuring a programme. A range of support mechanisms should be activated to encourage effective implementation. This would in effect mean whole school development with all the stakeholders involved. The Peace Education initiatives should also be aimed at the wider community

While Dovey (1998:3) sketched the way forward, she also made it clear that Peace Education 'hasn't been a rose garden', and that there are difficult negative aspects which peace educators like her, will encounter. Some of these aspects include the enormous workload, the impact of dreadful sub-economic circumstances, the glorification of violence in much of the entertainment media, the prevailing sense of powerlessness for youths and adults, the lack of positive role models, the fact that qualitative changes in attitude and behaviour are difficult to quantify and are therefore difficult to market, the lack of long-term financial security, lack of support for preventative work from donor organisations, and the disinterest of the media in less sensational stories of ongoing work in constructive conflict resolution.

It can therefore be said that Peace Education is a far broader all-encompassing concept that forms the 'outer shell' for conflict resolution. It

contains far greater, psychological, perspectives and dynamics, which relate to a complete way of living. It needs to form an integral part of education.

2.9. Centre for Conflict Resolution: The Youth Programme

The CCR is associated with University of Cape Town, and is based at the University of Cape Town. Nzimande (2002) explains that the organisation works in South Africa and other African countries to contribute towards a just and sustainable peace by promoting constructive, creative and co-operative approaches to the resolution of conflict and the reduction of violence. These activities are undertaken by a number of programmes, one of which is the Youth Programme. The Youth Programme engages in long-term peace-building in school communities and has been a pioneer in the Peace Education field in South Africa. The project's primary goal is to build capacity by equipping, empowering and encouraging teachers and other educators to promote Peace Education and constructive conflict resolution among young people.

2.10. Conflict Resolution

Smith and Daunic (2002) emphasise that conflict resolution, as a school-based intervention programme, includes instruction to make conflict a constructive process and it is designed to be preventative, thus enabling students to manage conflict situations. The constructive management of conflict via conflict resolution has certain basic characteristics that are enshrined in the process. Crawley (1992:49) outlines these characteristics as:

- a) The ability to understand and deal with emotions;
- b) Empathy and the ability to earn trust;
- c) Openness and sensitivity;
- d) Emotional balance;
- e) Self awareness and integrity;
- f) A non judgemental stance;
- g) The capacity to learn from an experience;
- h) The willingness to be assertive;
- i) Creativity in dealing with factual material; and
- j) Thoroughness.

These characteristics are often the most difficult elements to inculcate for children who are being given the tools to resolve conflict. It has to develop over a lifetime. The educators who are implementing the peer mediation need to display these characteristics and continually inculcate them as part of the training.

Perlstein and Thrall (1996:31) identify five different conflict management styles that manifest themselves as responses to handling conflict situations. These styles are:

- a) Avoidance, which is used in the face of physical danger;
- b) Accommodation, which is also categorised as a type of avoidance;
- c) Competition, where a leading and valuable leading argument occurs;
- d) Compromise, where there is a sharing; and
- e) Collaboration, which involves problem solving.

Once again the inculcation of these skills is imperative. The styles of conflict management can only be achieved through experience. These skills need to become part of your internalised reaction. Educators have to be constantly aware that these skills are imparted to peer mediators so that eventually they reach a level of development where they apply the skills as second nature.

The management of conflict through conflict resolution requires an intuitive attitude and a broad perspective of skills. Crawley (1992:66) endorses this requirement when he states, "Constructive conflict management requires a positive attitude to peoples' problems and a strong sense of self, combined with a broad repertoire of responding skills."

2.11. Setting up a Conflict Resolution Programme in a School

The settings up of conflict resolution peer mediation programmes require significant planning and school resources. Each school has its own community and culture and the success of a new programme will necessarily be a function of the larger environment in which it is based. Arnold (1995) approaches the design of a programme from the holistic system's approach. He refers to a dispute resolution systems design. He suggests that a creative committee representing various interests within the school collect information from different role players pertaining to the problems and conflicts within the school, and plan how they attempt to resolve them.

Perlstein and Thrall (1996) focus on the importance of involving as many of the role players as possible and therefore suggest planning meetings with the stakeholders as a first step. The meetings address important questions such as the selection of mediators, the involvement of educators and parents, the training of mediators, who will implement the training, the record keeping, the monitoring of the process, the publicizing of the programme and the programme evaluation.

Schrumpf, Crawford and Usadel (1991:20) discuss the programme organisation and its implementation under four broad headings. These are:

- a) The developmental involvement and commitment, which deals with creating an advisory committee, developing a proposal and designating, programme co-ordinators;
- b) The school community support which deals with delivering orientation to the staff, developing resources and the necessary funding;
- c) The training and the provision thereof; and
- d) The implementation and the evaluation, which deals with organising the programme, providing on-going training, record keeping and evaluation.

Once a committee identifies the type of mechanisms and procedures for the solving of conflict, the school needs to formalise a conflict resolution design. The new design needs to be implemented throughout the school. This includes training, monitoring, feedback, and quality intervention.

2.12. The Selection of Mediators

School wide, peer mediators are typically a group of students who receive specific intensive training in mediation. The selection of mediators is a very important issue. Pendharker (1995) suggests that the mediators should be a representative sample of the larger group in terms of gender, academic ability and general interest. The selection process could also be a combination of teacher nominations, student nominations or self-nominations.

Smith and Daunic (2002) state that the possible key to school wide acceptability of a peer mediation programme may depend on the way in which educators select the student mediators. The selection process can be based on

student applications, student nominations, teacher nominations or a combination of the processes. They also refer to their findings which show that mediators were most often the 'successful or leader-type' students rather than a truly representative body even though they were diverse demographically. The manner in which mediators' are chosen impacts on the school and the response of students to the mediators.

While a school staff would understandably align the role of a mediator with the more conscientious and competent student, it does give rise to problems. Smith and Daunic (2002: 157) also explain that when this happens, students in need of mediation may view the mediators as a select group who are less apt to understand their problems. "They may also see the whole programme as 'belonging to the establishment' and not something to consider."

According to McMahon, (1996) the choice of mediators should ensure continuity for one year. Her recommendation is that the choice should be made by a steering committee. The learners should preferably be of the same grade level, or a combination of two senior levels. Each school should also determine their own selection criteria, and should tailor their choices according to the operational needs of the particular school.

The social acceptability of mediation and peer mediators, as an alternative response to conflict, depends on the programme's appeal to a broad range of students, particularly those most likely to engage in disruptive behaviour.

2.13. Peer Mediation

Smit (1999) states that mediation is one of the three intervention strategies of conflict resolution and that the other two are negotiation and group problem solving. Perlsten and Thrall (1996) define mediation as a process in which a third party helps disputants solve their problems by guiding them through the collaborative problem-solving process. They also explain that mediation is inappropriate when dealing with a crime, drugs, alcohol or violence. Conversely, it is appropriate for school and classroom situations when dealing specifically with rumours, gossiping, name-calling, racial put-downs, bullying and disputes.

Crawley (1992) refers to a mediator as the third party, where that individual's purpose is to convert a two dimensional fight into a three dimensional exploration leading to the design of an outcome. Smith and Daunic (2002) focus on peer mediation and express the view that peer mediation amongst students must try to avoid adult imposed solutions and the resentment of authority that comes as a consequence of adult control. They endorse this by stating that peer mediation is an explicit intervention in which students help their peers solve conflict. It is also described as different from other programmes facilitated by peers, such as peer counselling or peer helpers, because it involves a clearly defined, formal process with distinct roles for each participant.

Pendharker (1995) provides a simpler definition of mediation, which pertains directly to a school situation. He states that mediation is an alternative to the traditional disciplinary practices (detention, suspension etc.) that occur in schools. It is a structured process that enables two disputing students to discuss

and resolve their problem with the assistance of a neutral peer where the end result is an agreement. The mediation is a voluntary process where the disputing parties agree to try and solve their problems together.

There are several models of mediation, but all seem to follow a similar general process. Smith and Daunic (2002:145) state that in the mediation process all mediators have to:

- a) Provide a supportive environment in which disputants tell their version of the problem;
- b) Focus disputants on mutually identified problems;
- c) Help disputants develop a list of possible solutions through brainstorming; and
- d) Guide disputants to mutually agreed upon resolutions.

Students are constantly exposed to violence and aggression and often they experience these win-lose situations at home or in their communities. To counter the effects of such negative exposure, they need opportunities to observe appropriate, positive negotiations and to practice peer mediation in environments that are non-threatening. A school needs to provide this environment as well as the tools to resolve the conflict.

2.14. The Tools of Conflict Resolution

While the mediation process follows a definite plan, it is important that the mediators are taught the skills required to facilitate the process. Ford (2003) refers to the skill based training as a core competency. The training should be integrated, like any part of a system, and must be relevant to the behaviours and the culture of the organisation. The Conflict Resolution Network (2002:2) lists the important skills, which are an integral part of the conflict resolution process. These tools are:

- a) Win- Win approach
- b) Creative responses
- c) Empathy
- d) Appropriate assertiveness;
- e) Co-operative power;
- f) Managing emotions;
- g) Willingness to resolve;
- h) Mapping;
- i) Designing options;
- j) Negotiation skills;
- k) Third party mediation; and
- l) Broadening perspectives

2.15. The Impact of Conflict Resolution Programmes

There are many significant positive benefits for the staff, the learners and the community, at institutions where conflict resolution programmes are implemented. The rationale which underlies this particular research is that by teaching them conflict resolution and peer mediations skills, it is possible to develop and instil positive values such as respect, honesty, self-awareness, integrity, trust and impartiality together with skills such as leadership, and problem-solving for learners. It is these qualities and skills that will impact positively on the ethos of a school.

Research generated by similar programmes implemented abroad and in South Africa substantiates the rationale of this particular evaluation research as stated above. It also contributes towards the proof of the dynamic effectiveness of conflict resolution and peer mediation programmes at institutions. The next section examines the benefits of conflict resolution and peer mediation programmes, the skills and values imparted as a result of these programme and the effectiveness of the programmes.

2.16. The Benefits Derived from Conflict Resolution Programmes

Pendharker (1995) lists some of the possible benefits of conflict resolution programmes for educators, mediators the learners and their families. He states that a staff will spend less time on handling disputes amongst student. The level of tension is reduced amongst the staff and students. There is a better staff and student relationship. Students are actively involved in the problem solving process. There is an increased commitment to making solutions work. There is an increased student responsibility for problem-solving. There is a decrease in the tendency for adults to become involved in conflict situations. Communication is encouraged and the students are taught positive ways in which to meet their personal needs. Mediators develop leadership skills. There is enhanced communication amongst the mediators. There is the often-improved academic performance and the students' self-esteem improves. The mediators' status is improved amongst the learners and the strategies to solve problems are refined. Conflict resolution skills learnt at school can be used at home with parents and siblings. For society there is the possibility of fewer acts of violence and once again constructive conflict resolution skills could be applied to family life and in the work place when students become adults.

Smith and Daunic (2002) state that when introducing students to scenarios where all parties can win, it offers the parties a framework within which to view conflict as a learning opportunity to solve mutual problems and strengthen social relations. They also explain that through a variety of learning experiences such as role-play, discussion and simulations, and through a focus on student

empowerment, conflict resolution can facilitate the understanding of conflict and its determinants.

When referring to peer mediation, Smith and Daunic (2002) also state that it can offer a support system for some of the social challenges that students experience and that it can contribute to a developmentally appropriate environment at a school. The conflict resolution principles practiced through peer mediation can contribute to the students' successful social adjustment and self-enhancement. The Peace Works (2002) document supports this view when it states that conflict resolution programmes will also enable educators to manage student behaviour without coercion by emphasising personal responsibility and self-discipline. The programmes can also mobilise communities to become involved in violence prevention programmes through education. This will further expand the role of the youth as effective citizens beyond the school and into the community.

Arnold (1995) also comments on the positive benefit of conflict resolution programmes in the school community and states that a healthy engagement of conflict can also lead to the strengthening of relationships and the building of democratic structures in schools. It also helps the staff and students to develop new skills while reducing the exposure to the negative consequences of conflict.

2.17. The Skills and Values Derived from Conflict Resolution and Peer Mediation

Ronald and Potter-Efron (1998) describe conflict resolution as a means to develop values such as personal integrity achievement, competitiveness, fairness, equality, friendship, harmony, power, partnership, honesty, security, financial success and respect. According to Pickering (2000), implementation of conflict resolution can also lead to increased motivation; the enhancement of problem solving; group cohesiveness; increase in knowledge; enhanced creativity and a positive contribution towards goal attainment. In addition, Smith and Daunic (2002) state that conflict resolution can also teach the students effective communication, negotiation, and can also provide a foundation for Peace Education.

The Peace Works (2002) document also endorses the fact that different skills and strategies are imparted to learners. The document states that effective conflict resolution programmes at schools can enable children to respond non-violently to conflicts by using the conflict resolution problem-solving processes of negotiation mediation and consensus decision-making. Glasser (as cited in Pendharker 1995) emphasises the importance of these skills and explains that the techniques used to successfully resolve conflict are social skills, and that many children at schools exhibit negative behaviour because they lack these skills.

2.18. The Effectiveness of Conflict Resolution and Peer Mediation Programmes

Araki, Takeshita and Kadamoto (1989) reveal that the mediation has a positive effect on the school climate, that mediation is an effective means to manage disputes and that more research on the effectiveness of mediation involving the school and students is necessary. According to Lam (1989), there is an increase in structural time for teaching and less time spent on conflict. There is also an increased response from students to identify their own feelings. There are findings of increased class performance. Mediators are applying their skills regularly. There is distinct evidence of positive behavioural changes in the students. There is evidence of positive comments from the teachers. There are trends of positive growth, cohesiveness, renewal and caring from the students and the trained mediators are more effective in implementing conflict resolution. Inger (1991) also states that conflict resolution together with the student mediation component is being promoted at schools as the 'Fourth R'.

Pastorino (1991) found that although the students found the mediation process childish initially, it nevertheless served as a means to discharge uncomfortable feelings. The actual mediation process was also a potentiate for a vast array of learning possibilities which included a deeper understanding of conflict.

Vogel, Seaberry, Barnes and Kelley, M. (2003) states that the degree to which learners encounter and handle conflict is an important determinant of their personal adjustment, classroom participation and ultimately, their school

achievements. He also states that evaluation of different programmes related to discipline and behaviour show that in classrooms where conflict is handled effectively, teachers report less stress in the classroom, more time for academic concerns and a greater capacity of learners to peacefully solve conflict in the future. Pickering (2000) also comments on the positive impact of conflict resolution programmes at schools and states that the implementation of conflict resolution can lead to increased motivation; the enhancement of problem solving; group cohesiveness; increase in knowledge and skills, enhanced creativity and a positive contribution towards goal attainment at institutions.

2.19. Conclusion

The literature review gave an in-depth study of the nature of conflict and conflict resolution programmes. It also defined Peace Education and examined the use of peer mediation programmes as an alternative to the traditional disciplinary methods used in schools. The review outlined the benefits, skills and values, which can be derived from Peer Mediation Programmes. Chapter 3 deals with the methodology used to collect the data for the evaluation research.

CHAPTER 3

METHODOLOGY

It is essential that children be exposed to programmes that educate them to resolve conflict and develop a culture of peace. One of the key components of Peace Education is peer mediation at schools. A Peer Mediation Programme at a school teaches learners to resolve conflict amongst themselves. The programme also allows for the development of different lifeskills, and the instilling of positive values such as honesty, integrity, trust, respect, self-awareness, and impartiality for the mediators. This evaluation research will evaluate the different components, which constitute a Peer Mediation Programme.

3.1. Design Theory

Evaluation research uses scientific methods to measure the implementation and outcomes of a programme in order to make informed decisions about a particular programme (Rutman, 1984:11). While quantitative methods are used in evaluation research, Babbie and Mouton (2001: 337) focus on a qualitative approach when they explain that the purpose of evaluation research is to make judgement-orientated evaluations, improvement-orientated evaluations and knowledge-orientated evaluations.

Judgement-orientated evaluations are aimed at establishing the intrinsic value, merit or worth of a programme. The knowledge-orientated evaluation is

concerned with understanding how the programme works: This knowledge can be very specific, e.g. in clarifying a programme model or underlying theory, distinguishing between different types of intervention, or elaborating policy options. According to Scriven (1991), the evaluation will then adopt a formative function where formative evaluation provides feedback in order to improve a programme. Improvement-orientation evaluation is concerned with improving the programme and therefore focuses on the strengths and weaknesses of the programme, the constraints related to the implementation of the programme and the recipients' responses to interventions in the programme (Babbie and Mouton, 2001).

The Peer Mediation Programme which was evaluated will be subjected to Mouton's Logical Evaluation model where the evaluation will focus on the conceptualisation, design, implementation and the impact of the programme on different stakeholders. Babbie and Mouton (2001:341) state that there are questions to be asked when using the logical model viz:

- a) Is the programme conceptualised and designed in such a way that it addresses the real needs of the intended beneficiaries?
- b) Has the programme been properly implemented?
- c) Have the intended outcomes of the programme materialised?
- d) Were the programme outcomes obtained in the most efficient manner?

3.2. Research Design

The research design describes the problem statement, the research objectives and the instruments used for the collection of the data. A table also outlines the data collection schedule.

3.2.1. Problem Statement

The focus of this research is the conceptualisation, design, implementation and impact of a Peer Mediation Programme for Grade 7 learners at a primary school. The research uses a multi-method evaluation approach in order to improve on its implementation at school and to allow it to extend to the broader community (refer to section 1.3).

3.2.2. Research Objectives

The objectives of this evaluation research are to: (refer to section 1.4)

- a) Evaluate the conceptualisation of the Peer Mediation Programme.
- b) Evaluate the design of the programme.
- c) Evaluate the implementation of the programme.
- d) Evaluate the impact of the programme on the learners, parents and the school.
- e) Improve on the current design and implementation of the programme.

3.2.3. Instruments

According to Babbie and Mouton (2001) it is very often the case in evaluation studies that both quantitative and qualitative methods are used. The quantitative method was used in the form of a questionnaire (Appendix S) to inform the research percentages of 'yes' and 'no' responses (Appendix V) and the cumulative frequencies pertaining to the questionnaire (Appendix W). The questionnaire allowed me to measure the attitudes of all the peer mediators towards certain topics and concepts by assigning 'yes' and 'no' answers to perceived qualities of these topics and concepts.

In this Evaluation Research qualitative methods were used predominantly in the data collection. The qualitative research allowed me to emphasise the process rather than the outcome. It also allowed for in-depth ('thick') descriptions and understanding of the actions and events. There was an understanding of the social action in terms of the specific context of the study, as it was conducted in the natural setting of the study. Different role-players associated with the programme were involved in focus group interviews and individual interviews. These role players included the implementers of the programme, the peer mediators, the Youth Programme Manager, the grade educators, the parents of the peer mediators and the educator who first initiated programme at the school.

Informed consent was obtained from the Western Cape Education Department (WCED) (Appendix A) to conduct the research at the school. Once permission had been obtained from the WCED (Appendix C), permission was

negotiated with the school to gain access to the school and to conduct the research (Appendix B).

Table 1: Data Collection Schedule

Interview type	Description	No. of persons	Actual participation
Pilot focus group	Peer mediators	5	5
Focus group	Peer mediators	8	8
Focus group	Facilitators of the programme	3	3
Focus group	Grade 7 educators	3	3
Focus group	Parents of the peer Mediators	7	7
Focus group	Role players in the programme	6	6
Individual interview	1 st implementer of the Peer Mediation Programme	1	1
Individual interview	Youth Programme Manager	1	1
Questionnaire	Peer mediators	30	30

Once the negotiations had been completed the following data collecting techniques were used:

3.2.4. Focus Groups

Five focus group interviews were conducted at the school. The questions used during the five focus group interviews covered the four areas proposed by Mouton viz. the conceptualisation, design, implementation and impact of the Peer Mediation Programme on the various stakeholders.

3.2.4.1. Focus Group Interview with the Peer Mediators (learners)

Initially five randomly chosen peer mediators participated in a pilot focus group interview. This was done to test the reliability of the focus group interview questions and to adapt the length of the interview where necessary. Subsequently, nine mediators were randomly chosen from a total of 30 by drawing lots. The mediators were handed information sheets as well as consent forms (Appendix D) for their parents to complete. Once the forms were signed by themselves and their parents, the completed forms were returned. The peer mediators were then briefed on the focus group process. Thereafter, they participated in an audio-taped focus group interview (Appendix L) for approximately 35 minutes.

3.2.4.2.Focus Group Interview with the Facilitators of the Peer Mediation Programme (educators)

The three educators, who were responsible for facilitating the Peer Mediation Programme, were given information sheets as well as consent forms (Appendix E). Upon returning the signed consent forms the educators were briefed on the focus group interview format, and then participated in a facilitated 35-minute audio-taped focus group interview (Appendix M).

3.2.4.3.Focus Group Interview with the Grade 7 Educators

The three Grade 7 educators, who were responsible for the class teaching of the mediators, participated in this focus group. The three educators were given information sheets as well as consent forms (Appendix F) which they returned, duly signed. They were then briefed on the format that the interview would take. The educators then participated in a 35-minute audio taped focus group interview (Appendix N).

3.2.4.4.Focus Group Interview with Parents of the Peer Mediators

This focus group consisted of seven randomly selected parents of the mediators. They were given information sheets as well as consent forms (Appendix G), which were duly completed. They were then briefed on the format that the interview would take. The parents then participated in a 35-minute audio taped focus group interview (Appendix O).

3.2.4.5. Focus Group Interview with Different Role Players

The focus group interview was conducted with the different role players involved at different levels in the programme. They were specifically chosen in order to have a wide cross-section of ideas on the implementation of the programme. The focus group included:

- a) The two educators who facilitated the Peer Mediation Programme;
- b) The educator who first implemented the Peer Mediation Programme at the school;
- c) The Youth Programme Manager from the University of Cape Town's Centre for Conflict Resolution;
- d) A conflict resolution trainer for Youth Programme at the University of Cape Town's Centre for Conflict Resolution;
- e) One grade seven educator at the school; and
- f) A parent of one of the mediators.

The interview (Appendix P) specifically focused on how to improve the implementation of the programme with the emphasis on community involvement, parental involvement, and whole-school involvement. All the participants were given an information sheet as well as consent forms (see Appendix H). After completion of the forms they were briefed on the format of the interview after which a 45-minute discussion ensued. The discussion was audio-taped.

3.2.5. Individual Interviews

Two individual interviews were conducted. One was conducted with the first implementer of the Peer Mediation Programme at the school and the other with the Youth Programme Manager. Both interviewees were handed information sheets as well as the consent form (see Appendices I and J), which they duly completed.

The interview (Appendix R) with the Youth Programme Manager focussed on the history of the programme as well as the conceptualisation, design, implementation and impact of creative and constructive approaches to conflict (CCAC) and mediation in school communities (MISC).

The interview (Appendix Q) with the original implementer focussed on the conceptualisation, design, implementation and impact of the Peer Mediation Programme on the stakeholders. Both 35-minute interviews were audio-taped.

3.2.6. Questionnaires

A questionnaire (Appendix S) was designed to determine the mediators' perceptions of the conceptualisation, design, implementation and the impact of the programme on the stakeholders. The content of the questionnaire was discussed with the educators who implemented the programme. This was done to establish whether the language used in the questions was appropriate for the learners. The parents of the 30 mediators (learners) were informed about the study by means of information sheets. Both the parents and the learners completed consent forms

(Appendices G and K) giving permission for the data collected to be used for research purposes. All the mediators completed a questionnaire comprising 20 questions.

3.3. Analysis of the Data

According to Terre Blanche and Kelly (1999), the steps involved in doing interpretive analysis of data, involves the analytical styles which vary along a continuum from the quasi-statistical styles to immersion /crystallisation styles. Quasi-statistical styles involve using predetermined categories and codes that are applied to the data in a mechanistic way to yield quantifiable indices, while immersion / crystallisation styles involve becoming thoroughly familiar with a phenomenon, carefully reflecting on it and then writing an interpretation. The analytical steps used to analyse the data of this evaluation research fall between the two extremes. It is not a fixed method, but rather consists of different processes involved in immersion and careful reflection on the data.

3.3.1. Analysis of the Documentation

Before analysing the transcripts of the focus groups and the individual interviews, the documentation that was used by the facilitators of the Peer Mediation Programme was thoroughly examined by the author. This was also done in order to evaluate whether the aims and objectives, as set out for the course syllabus, by the Centre for Conflict Resolution and the school's programme were being met. The documentation was also thoroughly scrutinised in order to gain a

better conceptualisation of the programme and to be able to relate the evaluation to the research objectives of this evaluation research study.

3.3.1.1.The Documentation

The documentation that was examined consisted of:

- a) Two files entitled: Mediator Programme: Admin File.
- b) A second file entitled: Mediator Programme: Sessions.
- c) The mediator camp evaluation questionnaire.
- d) The essays written by the peer mediators.

3.3.1.1.1. The First File Entitled: Mediator Programme: Admin File

The Mediator Programme: Admin file contained the following information:

- a) Aims and objectives of the programme
- b) The Peer Mediation Programme's syllabus
- c) The attendance register for the peer mediators' register
- d) The mediators' camp programme
- e) The format for assemblies at the school when peer mediators conduct or participate in the assembly.

Having read through the file, the author remained continually aware of the research objectives of this evaluation research study so that the information, which was gathered from the analysis, would be able to assist in a further understanding

the conceptualisation, the design, the implementation and the impact of the Peer Mediation Programme.

3.3.1.1.2. The Second File Entitled: Mediator Programme: Sessions

The second file contained the different sessions of the programme. The sessions were clustered as different units. The entire file was read and the contents summarised. As with the first file, the author remained constantly aware of the research objectives of this research study so that the information gathered, while reading through the file, would assist in understanding the conceptualisation, the design, the implementation and the impact of the Peer Mediation Programme.

3.3.1.1.3. The Mediator Camp Evaluation Questionnaire Completed by the Peer Mediators who Attended the Mediator Camp

This evaluation questionnaire was designed by the facilitators of the Peer Mediation Programme and was completed by the mediators at the end of their three-day camp. The evaluation questionnaire was examined to gain an understanding of the learners' perception and understanding of the Mediator Camp.

3.3.1.1.4. The Essays Written by the Mediators who had Completed the Programme

The essays consisted of a collection of ten different essays written by Grade 7 mediators of previous years. These peer mediators had already moved on to high school. The essays were examined in order to gain a sense of mediators' conceptualisation of the programme. There were 30 evaluation questionnaires completed by the 30 mediators who had attended the mediator camp. The evaluation questionnaire consisted of eight questions (Appendix T) as well as an evaluation questionnaire (Appendix U) consisting of five questions. As part of the inspection of the evaluation questionnaires, the questions were divided into the four meta-themes of conceptualisation, design, implementation and impact. Ely, Vinz, Downing and Anzul (1997) state that in the analysis of qualitative research, we try to discern the smallest elements into which something can be reduced and still retain its meaning if it is lifted out of immediate context, and then discover the relationship between those elements. All the information was then 'lifted' and coded into themes and sub-themes. Ely et al, (1997) refer to the broad themes of the categories as 'bins'. The next step was to look for relationships among the themes and sub-themes in the 'bins' and arrange them into a summarised format.

Initially the ten essays were read in order to gain an overall understanding of the content and to identify broad meta-themes. From this it was established that the essays were a personal reflection of Peer Mediation Programme, which the mediators had completed. Different themes were then 'lifted' and categorised into meta-themes and sub-themes under the broad meta-themes of conceptualisation, design, implementation and impact.

3.3.2. Focus Groups and Individual Interviews

All the interviews and focus group interviews were transcribed. The transcriptions were checked for reliability by reading through the transcriptions while listening to the different recordings. The following steps were used in the analysis of the transcriptions:

3.3.2.1.Familiarisation and Immersion

By the time the data collection was completed the analysis had already begun. A preliminary understanding of the meaning of the data, as well as ideas and theories about the research were already being formed. Immersion in the material with brainstorming of the transcriptions led to becoming familiar with the data.

3.3.2.2.Inducing Themes

According to Terre Blanche and Kelly (1999:141), the induction of themes is a 'bottom-up' approach where one look at material and tries to work out what the organising principles are that 'naturally' underlie it. This is the opposite of a 'top-down' approach where one would use ready made categories and simply look for instances of fitting categories.

Different themes were induced separately for each transcription and individual interview. The themes were induced under the four broad headings of conceptualisation, design, implementation and impact.

3.3.2.3.Coding

During the activity of inducing themes, the data was also coded. This entailed marking the different sections of data as being relevant to one or more of the same themes in the different transcripts. This meant that all similar themes from the different interviews were clustered under the four broad headings of conceptualisation, design, implementation and impact. The data was further analysed as different clusters in relation to other clusters. The thematising and coding often blended into each other as the themes often changed in the process of the coding. This occurred as a better understanding developed of how the data related to other themes.

3.3.2.4.Elaboration

Terre Blanche and Kelly (1999) explain that the induction of themes and coding breaks up the linear and chronological order in which people say things so that events or remarks that were far away from each other are now brought close together. In so doing a fresh view of the data was realised and it allowed careful comparison of the text that appeared and belonged together. Differences were discovered and sub-issues and new themes came to light. It related to a closer exploration of the themes in order to capture the finer nuances of the meaning, not captured in the original coding. Terre Blanche refers to this process as elaboration.

3.3.3. Questionnaires

The questionnaires were all numerically coded. The data was transferred to a frequency table showing the possible measurement categories (Appendices V and W). The frequency distribution showed the manner in which the scores on the variable were distributed. The two measurement categories were either 'Yes' or 'No' answers.

3.4. Quality of the Data Collected

The documentation was found to be extremely resourceful. The different files clearly outlined how the Peer Mediation Programme was being implemented. It was concise and easy to read with clearly demarcated sections. The files also clearly outlined any administrative processes and lesson plans. The mediators' essays were rich with data relating to the benefits of the programme for mediators because it was 'first hand information.'

The data collected from the various interviews were extremely reliable. There were no instances found where interviewees contradicted themselves. There were, however, certain gaps in the data. This became apparent when it was realised that the mediators had a 'dual role' to play in the execution of their duties. In order to gain a better understanding of this it was ensured that the interview with the role-players focused on clarifying the 'dual roles' of mediators. The 'role players' interview provided the most valuable data because to a large extent they were the actual practitioners of the programme. The data collected on the design and adaptations to the programme was also 'rich' since the

interviewees have had considerable experience in the field of adapting the programme to different levels.

The parents were found to be lacking in their understanding and conceptualisation of the programme. During the interviews they often drifted from the topic under discussion. The parents were also not very involved in the programme and this resulted in them not being able to supply answers to certain discussion questions.

Another limitation in the data collection was related to the mediators' camp, where direct observation and direct participation in the field interviews by the author was not possible. Instead, the information obtained was through the camp evaluation and a questionnaire completed by the mediators.

This chapter focussed on the design theory and the data collection instruments which were used in the data collection. It was explained how the data collection process was applied to the instruments as well as the methodology used in the analysis of the data and the documentation. The next chapter deals with the interpretation and results of the analysis of both the documentation that was examined and the data that was collected.

CHAPTER 4

THE RESULTS OF THE DATA ANALYSIS

In this chapter the results of the documentation and the data collected, were analysed and interpreted. Throughout interpretive analysis the focus remained fixed on the aims and objectives of this evaluation research study. Some of the interpretations and results could be directly related to the literature.

The following data were analysed and interpreted:

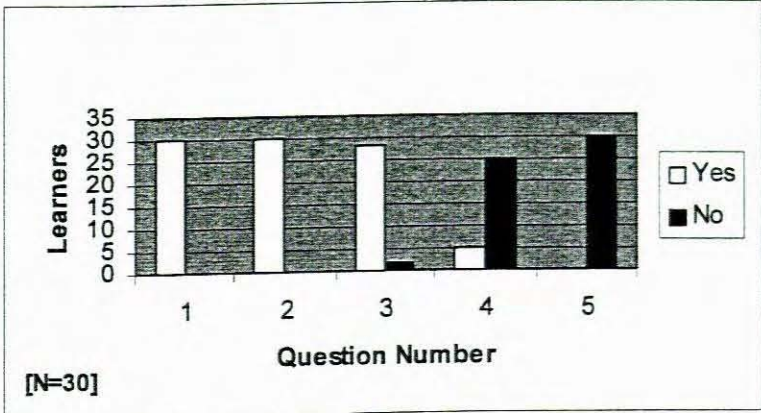
- 1) The questionnaire
- 2) The documentation which consisted of:
 - a) Two files entitled: Mediator Programme: and Admin File;
 - b) The second file entitled: Mediator Programme: Sessions;
 - c) The mediator camp evaluation questionnaire; and
 - d) The essays written by the peer mediators.
- 3) The transcripts of the five focus group interviews with the different interviewees as set out in the Data Collection Schedule (Table 1).
- 4) The two individual interviews as set out in the Data Collection Schedule (Table 1).

4.1. Analysis of Questionnaires

The twenty questions were expressed in 4 different bar graphs. The bar graphs are representations of the frequency distribution for the nominal data (Huysamen, 1987). The X-axis represents the questions and the Y-axis represents

the number of learners. Each question's response was either 'yes or no' or 'agree or disagree' answers (see Appendix S). The cumulative frequency for each question was determined and the frequencies were placed on a frequency table (see Appendix V and Appendix W). A frequency distribution is a table showing various possible measurement categories together with the number of cases falling into them (Huysamen, 1987). The four bar graphs depicted below express the frequency distribution of the learners' responses to the questions on the four meta-themes of conceptualisation, design, implementation and the impact of the Peer Mediation Programme. Each bar graph is followed by the respective interpretation of the questions pertaining to the particular bar graph.

Figure 1: Peer Mediators' Responses to the Questions on Conceptualisation

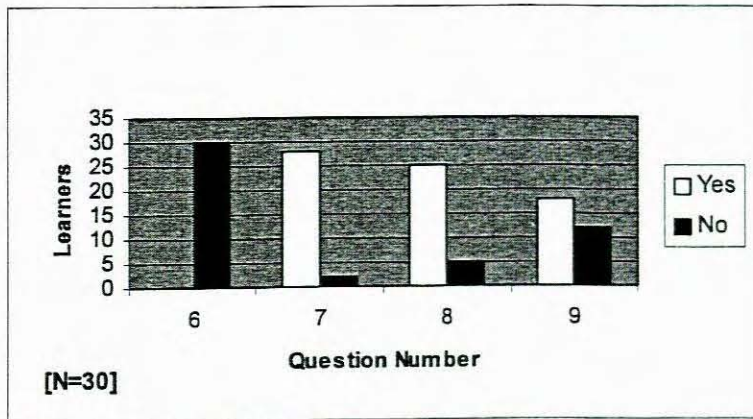


4.1.1. Analysis of Questions Dealing with the Peer Mediators' Response to the Questions on Conceptualisation of the Peer Mediation Programme

These questions examined the peer mediators' understanding of the conceptualisation of the Peer Mediation Programme. The questions were interpreted as follows:

- a) Question 1 and 2 questioned the peer mediators understanding of the terminology used in the programme. All 30 learners answered 'yes' indicating that they understood the terminology referred to in the questions.
- b) Question 3 questioned whether the peer mediators had developed more tolerance towards other learners since their involvement in the programme. In response to the question 28 learners answered 'yes' indicating that they had developed a greater level of tolerance towards other learners, and 2 learners responded with 'no'.
- c) Question 4 was a statement, which questioned how the peer mediators perceived themselves in relation to other learners at the school. The response to this question was that 5 learners 'agreed' with the statement indicating that peer mediators felt more superior to other learners and 25 learners 'disagreed' with the statement.
- d) Question 5 was a statement, which questioned whether the peer mediators had to adhere to the school's Code of Conduct or not. All 30 learners 'agreed' with the statement indicating they did have to adhere to the Code of Conduct.

Figure 2: Peer Mediators' Responses to the Questions on Design



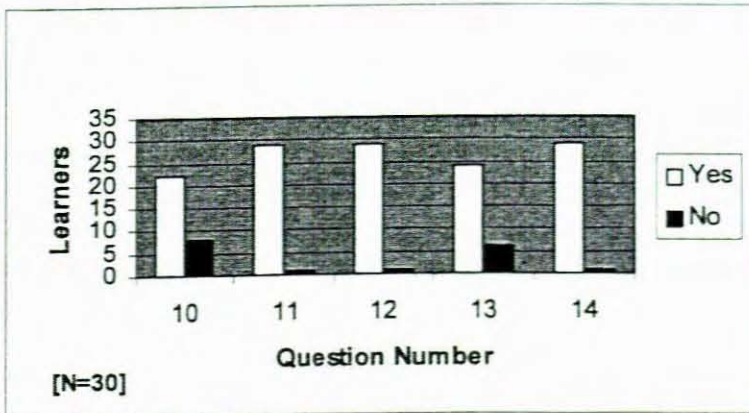
4.1.2. Analysis of Questions Dealing with the Peer Mediators' Understanding of the Design of the Peer Mediation Programme

These questions examined the peer mediators' understanding of the design of the Peer Mediation Programme. The questions were interpreted as follows:

- a) Question 6 was a statement, which examined whether the peer mediators understood the importance of using a set of ground rules when trying to resolve conflict. All 30 learners 'agreed' that they had to use the set of ground rules when trying to resolve conflict.
- b) Question 7 was a statement, which stated that all conflict had to be resolved through a 'Win-Win' situation. In this question 28 learners agreed that all conflict had to be resolved through a 'Win-Win' situation, while 2 learners disagreed with the statement.

- c) Question 8 questioned whether the amount of duties given to the peer mediators at school was necessary. The response indicated that 18 learners felt that the duties were necessary and answered 'yes' and 12 learners answered 'no'.
- d) Question 9 questioned whether or not the peer mediators would like to make certain changes to the programme. With this question 22 learners answered 'yes' indicating that they would like to make changes to the programme and eight learners answered 'no'.
-

Figure 3: Peer Mediators' Responses to the Questions on Implementation



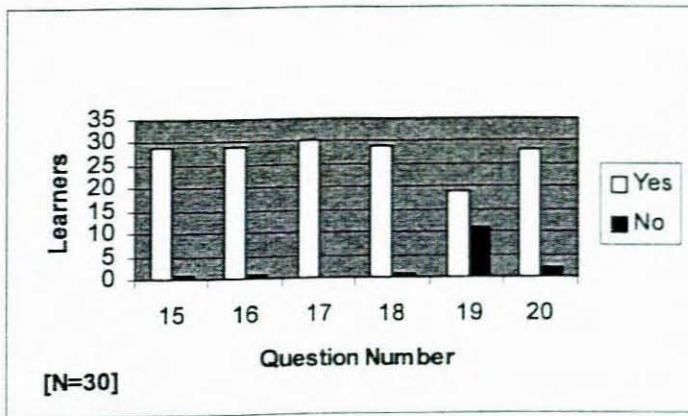
4.1.3. Analysis of Questions Dealing with the Peer Mediators' Understanding of Implementation of the Peer Mediation Programme

These questions examined the peer mediators' understanding of the implementation of the Peer Mediation Programme. The questions were interpreted as follows:

- a) Question 10 questioned whether the Peer Mediation Programme should be implemented in lower grades. With this question 22 learners answered 'yes,' indicating that the programme should be implemented in the lower grades and eight learners answered 'no'.
- b) Question 11 questioned whether the peer mediators understood their duties assigned to them. The response indicated that 29 learners answered 'yes' indicating that they understood the duties assigned to peer mediators at the school and one learner answered 'no'.
- c) Question 12 was a statement, which stated that the peer mediators had less free time at their disposal. When answering the question 29 learners 'agreed', with the statement indicating that they had less free time and one learner 'disagreed' with the statement.
- d) Question 13 questioned whether the peer mediators had had an opportunity to use the mediation skills which they were taught outside of the school situation. In this question 26 learners answered 'yes' indicating that they had used the skills taught to them and four learners answered 'no'.
- e) Question 14 was a statement, which questioned whether the Peer Mediation Programme had developed certain values for the peer

mediators. With this question 29 learners answered 'yes' indicating that the programme had imparted certain values to them and one learner answered 'no'.

Figure 4: Peer Mediators' Responses to the Questions on Impact



4.1.4. Analysis of Questions Dealing with the Peer Mediators' Understanding of Impact of the Peer Mediation Programme on the Different Stakeholders

These questions examined the peer mediators' understanding of the impact of the Peer Mediation Programme on the learners, their parents and the broader community. The questions were interpreted as follows:

- a) Question 15 was a statement, which challenged the peer mediators' development of their problem-solving skills. The response was that 29

learners answered 'yes' indicating that they have developed problem-solving skills and one learner answered 'no'.

- b) Question 16 questioned whether the peer mediators had informed their parents of the programme. With this question 29 learners answered 'yes' indicating that they had informed their parents of the programme and one learner answered 'no'.
- c) Question 17 was a statement, which questioned whether the parents of the peer mediators understood the role of peer mediators at the school. All the learners 'agreed' that their parents understood their respective roles as mediators.
- d) Question 18 was a statement, which stated that the programme had imparted certain skills to the peer mediators. With this question 29 learners 'agreed' with the statement, indicating that certain skills had been imparted to them via the programme, while one learner 'disagreed' with the statement.
- e) Question 19 was also a statement, which stated that the school benefits from the programme. With this question 19 learners answered 'yes' indicating that the school does benefit from the programme and 11 learners answered 'no'.
- f) Question 20 questioned whether the programme would be of benefit to learners at high school. The response was that 28 learners answered 'yes' indicating that they would benefit at high school as a result the programme and two learners answered 'no'.

The first section outlined the aims and objectives of the programme. The five broad aims and objectives were:

- a) To develop leadership skills;
- b) To teach the learners mediation skills;
- c) To enable learners to have a better understanding of conflict;
- d) To equip mediators with skills to help other learners to address and solve conflict in a positive way; and
- e) To develop teambuilding

The aims and objectives were followed by the syllabus of the Peer Mediation Programme. The syllabus was an adapted programme that the educators implementing the course had compiled. This three-page document began with a short introduction about the programme. The introduction positioned the programme at the school by explaining its existence as well as who was responsible for its facilitation. It also defined who the persons were, who participated in the programme, and, it gave the reasons for implementation of the programme at the school. It also outlined how often the mediators met and stated that each mediator would be awarded a certificate of participation at the school's year-end award ceremony. The document was then divided into different sub-sections. These sub-sections outlined the programme under the following sub-sectional headings:

- a. The criteria for the selection of mediators;
- b. The selection process;

- c. The mediator camp;
- d. The attendance;
- e. The dress code;
- f. Basic equipment;
- g. The teaching requirements;
- h. Duties assigned to mediators;
- i. Planning and preparation; and
- j. The expectations of the educators involved in the mediation training.

All these sub-sections were clearly outlined. Any educator who was joining the programme as a facilitator would have found clear instructions and a framework from which to work. There was also a register which was ticked off regularly for every session attended by the mediators in training.

The next section contained the following information on the mediators' camp:

- a) A copy of the letter to the parents informing them of a three-day camp together with a tear-off consent slip for the parents to either allow their child to attend the camp, or to decline the offer;
- b) A record of the actual tear-off consent slips;
- c) A mediator camp programme, which outlined the requirements for the camp and a detailed schedule of events for the three days; and
- d) A list of equipment that the educators would require for the camp.

The last section of the file outlined the programme for the mediators' involvement in the graduation assembly as well as the final assembly at the

school. The graduation assembly was scheduled to take place after the learners had completed their training.

The assembly programme consisted of:

- a) A demonstration of mediation;
- b) Reflections of the training;
- c) The singing of the new theme song; and.
- d) The awarding of badges

The final assembly's programme included:

- a) Different speeches;
- b) An item in song or dance;
- c) The announcing of the new mediators for the next session of training; and
- d) The handing over of a pledge to the new group of peer mediators

4.2.2. Summary of the Second File: Mediator Programme: Sessions

The file entitled Mediator Programme: Sessions contained the lesson plans for the different training sessions. The sessions were grouped into seven different units and sessions. Unit 1 contained two sessions. The first session dealt with the ground rules for the Peer Mediation Programme, the learners' commitment to the programme and an explanation of the selection process. The second session examined the courses' expectations of the learners participating in the programme.

In unit 2 the first session dealt with the school's Code of Conduct. In this session the lesson plan stated that the learners had to thoroughly discuss the school's Code of Conduct. The reason stated for doing this was so that the learners participating in the training would have a better understanding of the Code of Conduct and would be able to relate it to their mediator training.

Unit 3 only had one session which dealt with the duties of the mediators. In that session the lesson plan explained that the learners had to 'role-play' their assigned duties. It is also explained that the learners would better understand their duties and would subsequently be able to improve on its implementation.

In unit 4 the programme introduced the learners to the actual conflict resolution training. This unit comprised two sessions. The first session dealt with the definition of conflict and the 'conflict cycle.' The 'conflict cycle' referred to how persons responded to conflict and how it could be perpetuated in daily situations. In this session the programme afforded the learners an opportunity to keep a 'conflict diary' where they each had to record a day's conflict that occurred at the school where they were doing their training. The second session dealt with the different kinds of conflict and the handling thereof.

The sessions in unit 5 introduced the learners to the different skills which they would utilise when they were engaged in conflict resolution. Listening and paraphrasing were the two most important skills that were emphasised in the lesson plan.

In unit 6 the learners were introduced to feelings and different emotions. The programme also included the different strategies on how to deal effectively with emotions and feelings. This was followed by a session on 'Teambuilding'.

The sessions in unit 7 dealt with the principles of mediation, 'fighting fair' and the 'win/win' situation. This was followed by the session which dealt with the 'Steps in Mediation.' The different steps were:

- a) Introduction and ground rules;
- b) Telling the story;
- c) Choosing the best solution;
- d) In the future; and
- e) Closure.

Unit 8 consisted of two sessions. The one session dealt with the practical implementation of the mediation process using different role-plays. The final session was an evaluation test questionnaire that all the mediators would have to complete at the end of the training.

All the sessions included in the seven units had the relevant worksheets, case study worksheets and lesson plans attached to them. Having read through the file and having summarised the content, provided the author with a better understanding of the design of the Peer Mediation Programme.

4.2.3. Analysis of the Camp Evaluation Questionnaire

The evaluation questionnaire completed by the mediators at the mediator camp consisted of two sections. The first section consisted of eight questions, which related to the content of the camp syllabus. The second section was a personal evaluation of what the mediators had enjoyed; what they had disliked; the things they had learnt and their suggestions for improvements to the camp

4.2.3.1. The Analysis of the First Section (Questions 1 – 8)

In the first section, the first two questions (Appendix T) related to the mediators' conceptualisation of the Peer Mediation Programme. The questions probed their understanding of conflict and whether or not it was a normal occurrence. All the mediators were very clear on the definition and were able to give examples, which illustrated their understanding of the different types of conflict that they had encountered. They all understood that conflict was an everyday occurrence as their answers reflected their reasoning. Some of the reasons mentioned that persons were different and unique in their existence. They were able to substantiate the answers with examples. One mediator also felt that being able to recognise conflict would help with the identification of someone's feelings.

The five questions (Appendix T) that followed dealt with the design and implementation of the Peer Mediation Programme. All the mediators understood the process of mediation and were able to give examples of fouls, which could

spoil the process. Their examples included points such as disrespect, inattentiveness, dishonesty, interruptions and name-calling.

Except for two answers with question 4, the responses indicated that the mediators clearly understood the 'win-win' concept. Most of them felt that it was a situation where both parties were satisfied with the fair outcome of the mediation process. They were also able to name the different stages of a basic mediation process. The mediators were aware of the parameters that should not be infringed when doing mediation. The two most important infringements mentioned, were interruptions and making suggestions for a solution. They also understood that the ground rules and that the willingness of both parties to resolve conflict were factors that two disputants had to agree on.

Question 8 asked the mediators for a definition of active listening. While the explanations showed that the mediators were struggling to express themselves using the correct vocabulary, they nevertheless managed to convey the contextual meaning. The answers mentioned important key elements for a plausible definition. One mediator had a clear reference to concentration when she said that, "You must think only of what they are saying" (Learner M). Another peer mediator mentioned eye contact. "When you listen, you must look into their eyes" (Learner C). One mediator was clear about showing empathy and spoke of: "Trying to understand their point of view" (Learner A). Some of the mediators made reference to paraphrasing and one mediator spoke of, "Repeating in your own words what they are trying to say" (Learner M). Other mediators mentioned summarising and the use of body language.

4.2.3.2. The Analysis of the Second Section (Questions 1 – 5)

The second section on the personal evaluation (Appendix U) consisted of five questions. The mediators had to state three activities, which they liked, and three, which they disliked. While most of them listed the different activities like problem-solving and role playing, one mediator mentioned that making new friends at the camp was enjoyable. Another mediator felt that writing the lyrics and learning to sing the theme song was also fun.

It was apparent that the mediators had very few activities to list, which they disliked. The dislikes mentioned were acting in front of others, paraphrasing and completing the evaluation form. It appeared as if they struggled to list their dislikes. There were 12 mediators who stated that there were no activities, which they disliked. One of the comments was, “I disliked nothing” (Learner A). Another mediator said, “I liked everything, it was very creative” (Learner L).

While most of the mediators simply listed the different activities as the reply to the question on what they had learnt at the camp, a few of them mentioned certain values and strategies that they had gained. One mediator stated that, “I learnt how to deal with conflict in a professional manner” (Learner A). Another peer mediator mentioned the ability to deal with emotions. “I learnt never to keep things bottled up inside me” (Learner F). There were also references to respect and learning to know their fellow mediators.

The most important part of the training for the mediators was the different steps in mediation; solving problems and learning about being a mediator. One mediator also felt that she had learnt to handle children.

The final question asked was for suggestions for improving the training. Many of the mediators were not able to readily make concrete suggestions. Some felt that the camp should be held over a longer time and another felt that friends should be split up to allow persons to meet new friends. One boy felt that male educators should be involved in the training.

4.2.4. The Analysis of the Essays Written by the Mediators

There were a total of ten essays written by Grade 7 learners who had completed the Peer Mediation Programme and who had moved along in the system to their respective High Schools. The central theme of the essays was the impact that the programme had had on them as mediators. The impact related to the skills they had developed from the programme, the impact of the programme on their personal lives, their perceptions of the programme, the impact of the programme on the school and the fun and enjoyment they had derived from the programme. The discussion of the different impacts that the programme had on the mediators is preceded by an overview of the essays.

4.2.4.1. An Overview of the Essays

The title of the essays was "Being a Mediator." All the essays exhibited a very positive reflection of the time the mediators had spent in the programme,

despite the problems that they might have encountered. None of the essays had any negative comments about the programme. This could be attributed to the fact that they had written the essays at the end of their term as mediators and had experienced certain positive benefits from the programme, or alternatively they had developed coping mechanisms to cope with the negative issues and thus focused on the positive side of their experiences.

4.2.4.2. Skills Developed by the Mediators

While one of the mediators simply explained the mediation process and how it was applied in the playground, the other essays mentioned different skills like listening, problem-solving, brainstorming and paraphrasing which they had learnt. A mediator felt that her listening skills had improved. "... being a mediator has helped me to be a better listener" (Learner S). The different skills were being implemented in the playground and further afield. One mediator wrote of how her skills were being used in the community and with family. "We don't only use our skills for the children at our school, but we can also use our skills for friends and family" (Learner C). It was also apparent that through their training they had received and developed life-long skills. "The things we learnt, we can use in our everyday lives" (Learner M). This was endorsed by one mediator who simply said, "I intend to use the skills next year and forever" (Learner C). The responsibility of being a mediator was also mentioned. A mediator regarded her responsibility as an opportunity that extended to being an ambassador for the school when she said, "I think that being a mediator is a big responsibility and an opportunity because you have to represent your school" (Learner L).

4.2.4.3. The Impact of the Peer Mediation Programme on the Mediators' Personal Lives

There was mention of the changes that the programme had made in the learners' personal lives. A mediator mentioned the attitudinal change that she had experienced in her life. "I've learnt a lot in mediator training and it has helped me become a better person" (learner B). Another made the comment, "... being a mediator has certainly had a big affect on my life. I've changed for the better" Mediators had experienced a change in their characters and one very plainly said, "...being a mediator has really improved my character" (Learner E). This was endorsed by an educator who commented in writing at the end of the essay that, "He was a loner who could not work in a team. He easily offended others. He has become the complete opposite" (Educator T). The training had also instilled social skills for some. "You meet people that you never met before" (Learner L). One mediator linked the training to her maturity level and the impact thereon. "Being a mediator has helped me to mature in many ways" (Learner C).

4.2.4.4. The Mediators' Perceptions of the Peer Mediation Programme

There were those who mentioned that the programme had changed their outlook of life: "... being a mediator has given me a different outlook on how to solve problems" (Learner A). In addition the mediator had also made the self-discovery that persons who experience conflict needed to find solutions for their problems. This mediator said: "The most important thing I've learnt from

mediation is that the people involved in fights are supposed to come up with their own solutions” (Learner A).

4.2.4.5. The Impact of the Peer Mediation Programme on the School

The mediators’ motto: “We can make a difference” had made an impact on the learners and one peer mediator said, “I do believe in it and that we can make a difference” (Learner D). The mediators felt that the programme was good for the school. They were there to help the learners solve their disagreements. One mediator felt strongly about the outcome of the process. “I think is good that our school has mediators because the process really works and it help the pupils deal with their everyday school lives” (Learner N).

4.2.4.6. The Fun and Enjoyment Derived from the Peer Mediation Programme

It was interesting to learn that the mediators enjoyed the programme and felt that it was fun. A Mediator mentioned that the methods of training were also fun. “We were taught in a fun way” (Learner C).

4.3. The Analysis of the Data Collected from the Focus Groups

The focus group interviews and the individual interviews were interpreted and analysed under broad meta-themes of conceptualisation, design, implementation and impact. The different meta-themes were further divided and categorised into different sub-themes.

4.3.1. The Conceptualisation of the Peer Mediation Programme

The measurement of this research evaluation begins with the conceptualisation of the Peer Mediation Programme. Durrheim (1999) explains that conceptualisation is the theoretical task of defining what it is we are measuring. He further explains that in developing a good conceptual definition, the researcher ensures that the attributes being measured have a good sound theoretical grounding. A good conceptual definition is a clear and explicit description in language of an attribute that exists in reality.

With the analysis of the conceptualisation of the Peer Mediation Programme the focus was on Peace Education and how it forms the umbrella for different strategies like conflict resolution and peer mediation. The analysis also focused on the evolution of the Peer Mediation Programme, its goals and objectives and the conceptual view of the facilitators, the peer mediators and the parents involved in the programme.

4.3.1.1. Peace Education

The term Peace Education evolved from international writings and is widely used in many different countries. It is a broader term than conflict resolution, which only recently emerged in education. While conflict resolution creates an impression that there is always conflict involved, Peace Education focuses on how to resolve the conflict in a peaceful manner. Peace Education encompasses a wider spectrum of strategies. It could be described as a process, which promotes non-violent and cooperative living. This interpretation aligned

itself with Dovey's (1994) explanation on the 'need for alternative programmes' as well as the Quaker Peace Centre's (1992) view Peace Education. The achievement of this process targets people from the youngest age to develop strategies to avoid and handle conflict as a long-term process. "We see it as an education process that starts at the cradle and ends at the grave" (YPM).

4.3.1.2. The Realisation of Peace Education

The evolution of the Peer Mediation Programme and its development was related to the apartheid struggle. "We have been through a struggle of apartheid" (Educator G). There was a need to deal with people's anger and this need could be achieved by developing a vision, which incorporated peaceful communities. The school needed to become an active support structure in helping the community to deal with its emotions. Educators also needed to believe in the project to develop Peace Education. A small group of mediators could make a difference and the introduction of Peace Education, and in particular, the Peer Mediation Programme, was part of the political transformation in the country. "It came at the right time" (Educator G).

4.3.1.3. The Peer Mediation Programme Introduced at School

The Peer Mediation Programme was introduced via the Centre for Conflict Resolution (CC.R) in 1993. The Youth Programme Manager (YPM) at that time was responsible for the implementation. The school was one of the first five schools that had piloted the Peer Mediation Programme in the Western Cape and possibly in South Africa.

4.3.1.4. The Goals and Objectives of the Youth Programme

The core business of the CCR was seen as training. This was achieved as a long-term goal where educators were equipped and empowered to implement Peer Mediation Programmes at schools. The Youth Programme was also responsible for monitoring and evaluation of the Peer Mediation Programme.

The Centre for Conflict Resolution revisited their vision and mission statement twice per annum. The YPM felt that the youth continually needed to be trained and that feedback from them was always necessary to allow the programme to continually evolve. “There is always something that rubs off when you work directly with them” (YPM).

4.3.1.5. The Youth Programme’s Multiplier Effect to Achieve the Goals

Because of a shortage of manpower, the Youth Programme used the multiplier effect. The object of this strategy was to train the trainer. The trainer, who in the school situation was the educator and the parent, now became the caregiver. Anyone who had the ability to pass on skills and values was targeted as a caregiver. The Youth Programme Manager (YPM) explained that: “A teacher reaches 30 children every single day, so if we reached 30 people, we could reach 900 people” (YPM). The primary goal and objective was to want people to own the programme and to maximise the amount of persons it could reach. Muthige (1995) shared a similar view when he referred to educators as being the core group who would need to embrace the principles of alternative programmes and to

practice the strategies. Dovey (1995) also shared the viewpoint and explained that schools were the obvious channel for conflict resolution programmes.

4.3.1.6.The Objectives of Conflict Resolution and Peer Mediation Programme at School

The objectives of the Peer Mediation Programme was to: (referred to in 4.2.1)

- a) To develop leadership skills;
- b) To teach the learners mediation skills;
- c) To enable learners to have a better understanding of conflict;
- d) To equip mediators with skills to help other learners to address and solve conflict in a positive way; and
- e) To develop teambuilding.

While the programme had definite set of aims and objectives, one of the facilitators explained that the programme at the school was unique in that it served a dual purpose. “But at ‘school X’ we obviously have a dual purpose with our mediation programme” (Educator T). This comment was made in response to the learners’ perception that mediators are prefects.

4.3.1.7.The Peer Mediators’ Conceptualisation of the Peer Mediation Programme

The mediators’ view on conceptualisation was limited to the definitions of the terminology used in peer mediation. They saw mediators as learners who

would help the educators and other learners when they experienced problems with conflict. They saw their function as:

- a) Recognising different types of conflict;
- b) Doing peer mediation;
- c) Resolving conflict;
- d) Listening to other learners; and
- e) Showing empathy towards others.

The mediators had a very clear understanding of the *terminology* used in the programme. This was substantiated by the response to the questionnaire (Figure 1, questions 1 and 2) where all the mediators indicated that they understood the terminology used as part of mediation. The clear understanding was also evident in the response to the camp questionnaire (Appendix T) where they were able to define certain terms and give examples of different types of conflict. They also understood that conflict was an everyday occurrence and related this to the fact that they were all uniquely different and would therefore react differently in different situations. This conceptualisation of their role as mediators and the understanding of the terminology used in the programme was an indication that one of the core objectives of the programme was being met. This objective was specifically to enable the learners to have a better understanding of conflict.

4.3.1.8. The Mediators' Conceptualisation of Themselves as Mediators

The mediators perceived themselves as different to other learners. One mediator said that the rest of the learners saw them as having the right to dominate other learners when he said, "I think the pupils at the school see us as different because we are mediators and they think that since we are mediators we can boss everyone around" (Learner M). The mediators also felt that they were being taken advantage of and that they were often not respected. There was even the feeling that their friendships were being abused. "They mustn't take advantage of us and think that we're their friends" (Learner R). The mediators also felt that the rest of the learners in the school perceived them as having more privileges than other learners.

While the mediators had a clear understanding of the programme, they nevertheless perceived themselves as different and that they had more privileges allowed to them because of their mediator status. A response to the questionnaire contradicted this though, since more than 80% (Figure 1, question 4) of the learners felt that they were not superior to other learners. This contradiction was attributed to the fact that the learners did not completely understand the context of the particular question. The mediators also felt that in many instances they were being taken for granted and were disrespected by the other learners.

4.3.1.9. The Role Players' View on Mediators being Disrespected

The participants in the focus group of role players felt that the rest of school had to be familiarised with the skills that the mediators were being taught. These skills could be taught as part of the Life Orientation Learning Area. This would help with the understanding of a mediator's task. Other incentives could be created to help the rest of the school conceptualise the role of mediators and develop respect for them. There was the suggestion of 'peacemaker awards' for learners who were not mediators. These awards should be age appropriate and would be given to learners who helped to resolve conflict. It needed to be understood that the respect that learners showed for the mediators was also related to the value that educators placed on the programme. The YPM was adamant about this point when she emphasised, "The extent to which educators place value on the process will impact on how the children respect or disrespect the process." She also felt that the seriousness 'rubs off' when learners see the commitment and involvement of educators.

It was also felt that the exclusion from participation in the Peer Mediation Programme was contributing to the disrespect that the mediators complained of. The school needed to be given the 'global picture' of the Peer Mediation Programme, as this would create a better conceptual understanding of the programme. Persons needed to know why they were involved in the programme. One of the participants referred to the 'bigger picture' that the educators needed to visualise and posed the challenge: "What kind of society is it that we want to build here in South Africa?" (Educator G). When trying to conceptualise the impact of the programme on a larger scale, educators also had to reflect on their level of

responsibility as citizens, and what they needed to address in their own lives. One educator aptly summed this when she said, “We need to make people realise that we are not educators, but that we are all together in building a new society” (Educator G).

If the school did not conceptualise the programme correctly, a misconception of the role of the mediator would exist. The conceptualisation of the programme needed to extend beyond the inclusion of more learners and educators and had to impact on the building of a peaceful nation.

4.3.1.10. The Parents’ Conceptualisation of the Peer Mediation Programme

The parents knew very little about the Peer Mediation Programme. Some of the mediators had mentioned the programme to their parents, but did not go into any detail to explain what it entailed. One parent said, “When my daughter came home she chatted about the programme, but nothing specific” (Parent M).

Some of the terminology like mediator and conflict resolution were new to the parents since the learners had not used these terms previously. The parents compared the programme to the prefect system, which they were exposed to as part of their schooling. While the parents did not fully understand what the programme actually entailed, the mediators felt that their parents fully understood their respective roles as mediators. This was endorsed by the response to the questionnaire where 100% (Figure 4, question 17) of the learners felt their parents understood their role as mediators.

4.3.2. The Design of the Peer Mediation Programme

In this section the analysis of the data relates to the design of the Peer Mediation Programme. The analysis was started with the section on the 'Need for the Programme at Schools.' The focus was specifically on how the Youth Programme's design of the CCAC and MISC programmes' had evolved and how the school had designed their own programme from these existing programmes. This was followed by the preparation of the lessons that are used in the training programme and the selection process for the mediators. As part of the analysis the changes to the design of the programme were explained and this included the implementation of such a programme on the basis of whole-school management.

4.3.2.1. The Need for Programmes at Schools

The Youth Programme saw the need for conflict resolution and mediation in schools and started introducing it informally to schools via workshop session or at school leadership camps. This was substantiated by Dovey (1995) when she relates that Peace Education should have its specific focus on conflict resolution and that it should be implemented in South African primary and high schools. Initially the sessions were a variety of activities to implement different skills. The course was not a fully-fledged programme. The skills did not necessarily relate to each other, nor were they clustered into specific groupings. Over a 12-year period of implementation, a pattern started to emerge. "We did start seeing how the various topics that we were dealing with became housed in certain key components" (YPM).

Creative and Constructive Approaches to Conflict (CCAC) emerged in 1997. The facilitators at that time began to realise that they were passing on different skills like listening and communicating in a manner that people could receive the message effectively. “And that became the skills component of the course” (YPM). In addition they realised that over and above the skills, people needed strategies and models with which to work. The ‘mapping process,’ the ‘web model’ and ‘designing options’ were strategies that people could use. These strategies were life skill strategies that were taught in order to develop independent logical thinking and creativity. While the skills, which were being used, were being applied within a framework, the framework had no set format. “We were not very prescriptive about the framework” (YPM).

4.3.2.2. The Youth Programme’s Design

An easily implementable process was needed. This process comprised what the educators had learnt in the 5-day training together with possible follow-ups to the different schools. The follow-ups were included so that the rest of the school could ‘buy’ into the process. It was at this point that the various components of the course started to develop. The MISC was seen as doing the spadework in the community. “With any training there is the importance of tilling the soil so that people are ready to receive the information” (YPM). The MISC workshops built on the CCAC workshops. While educators were doing refresher courses, their input was able to highlight the needs of the community. This information was used to further develop the MISC component.

The model of mediation was perceived as a 'textbook model'. It was considered as an 'ABC approach' which could be adapted to any real life situation. The success of the implementation of the programme relied heavily on the educators and their ability to impart information.

4.3.2.3.The School's Changes to the Design of the Peer Mediation Programme

The adaptation of Youth Programme's CCAC and MISC training programmes depended on the school and its immediate environment. The schools were allowed to make changes to the programme provided that they did not digress from the guiding principles of the programme. It was important though to update the Youth Programme on any changes that were made so that the Youth Programme in turn could monitor their own design of the programme. The facilitators of the Peer Mediation Programme did not regularly update their working knowledge or understanding of the programme.

Besides the courses that I attended and the files that we received on each course and which we refer to, there has been no other way that I have updated my knowledge (Educator T).

4.3.2.4.Preparation of the Sessions

The facilitators were dependent on the files, which they used. At the beginning of each year they would refer to the file in order to 'refresh their memories'. As part of the design and preparation of the programme, the

facilitators would review the previous year's sessions and improve on the design. Initially, this was difficult for the facilitators because they had to sift through the entire file in order to find suitable material, which they could 'pitch' at the level of the learners. "At first the learners were 'bogged down' with too much content" (Educator R). The excessive file contents were sifted and filtered through so that it could be more manageable for the learners. The programme was continually reviewed and tested to try and find out what really worked for the learners. The educators made sure that the design catered for the interest levels of the learners by making the implementation of the programme fun.

4.3.2.5. The Selection of Learners as Peer Mediators

The selection process whereby learners are chosen to participate in the Peer Mediation Programme is improved upon and amended annually. The process lent itself to a reasonable amount of objectivity because so many people were consulted and were involved in the selection of the learners. The educators were given a criteria list for the selection.

4.3.2.6. The Criteria for Selection as a Peer Mediator

The criteria for selection to participate in the Peer Mediation Programme stated that the learners who were chosen had to have the ability to lead by example. They needed to display a sense of pride in themselves and had to be proud of their school. The learners needed to reflect confidence and assertiveness. They were not to be easily influenced by others. They had to exhibit positive values such as trustworthiness, honesty and responsibility. The learners needed to

be reliable. They also needed to have an unbiased attitude and had to show a sense of empathy towards others. In addition they had to have good communication skills. The learners needed to be receptive to teaching as well as constructive criticism. They had to show the ability to interact and had to be good team players. While they did not have to be 'A-aggregate' learners, they had to be hardworking, dedicated and conscientious learners who could cope well under the pressure of the extra responsibility. The parents of the learners needed to be supportive and involved in the learners' schoolwork.

Contrary to this, McMahon (1996) related to a selection process that includes all the role-players. A selection of process that included all role players would result in a more objective approach to the process. It would also mean that the existing programme criteria would have to be re-evaluated to include a wider selection process.

4.3.2.7. The Selection Process

Initially the educators selected forty to fifty Grade 6 learners. These learners were then introduced to the Peer Mediation Programme. The criteria and expectations of being a mediator were discussed with the learners. The learners also examined the school's Code of Conduct. The facilitators of the programme constantly monitored the learners' progress. This was done in order to see whether the learners were coping or not, and how they were interacting with the rest of the school. The learners also 'shadowed' one of the previous years' mediators in order to familiarise themselves with the skills that they would be taught.

After a period of three months of observation by the programme facilitators the initial group was then downsized to thirty learners. The entire staff as well as the previous year's mediators were consulted on the selection of the thirty learners. Once again the criteria were applied as part of the section process. The facilitators were constantly aware that the section process had to be fair and that no form of bias had to exist.

4.3.2.8. The Youth Programme's View on the Selection Process

The discernment of the educators selecting the mediators was an important factor since the educators knew the children they were working with. While a selection process was encouraged, there were no definite rules around the process because it would be very difficult to pre-empt the affect that certain mediators would have on the learners in a school.

There are no hard and fast rules. It is good to have a selection of learners. The learners will display different strengths. You will have some children who are popular. You'll have some children who are perhaps quiet and children feel safe around them. These children may not be the most popular kids in the school, but you'll find that children who are traumatised or feeling afraid tend to feel safe with this particular child (YPM).

Children who were excelling academically were good choices for mediators but the rest of the children needed to be considered as well. It was

important that not only the intelligent learners, who were achieving at school, were chosen for the programme.

We don't only want bright kids because they are already excelling academically. It has been proven through research that has been done abroad that the troubled kids tend to make very good mediators (YPM).

While this inclusive way of thinking was allowing for a broader base for selection, there would still be parameters governing the choice of learner. Children who were bullies, for example, would not be chosen as peer mediators, since these learners would not effectively role model certain behaviours for the rest of the learners. The characters of learners are built from a whole array of experiences and this makes it necessary for a selection panel to look at the various strengths of the learners they are going to choose. Perlstein and Thrall (1996) also focus on the importance of involving as many learners as possible. Pendharker (1995) also suggests that the mediators should be a representative sample of the larger group in terms of gender, academic ability and general interest.

4.3.2.9.Changes to the Design of the Peer Mediation Programme

It was important that the Peer Mediation Programme be continuously adapted and improved upon so that it could meet the needs of the school and the community. Smit (1999) also endorsed this development when she related how countries in the United States, Canada and Australia had conflict resolution programmes that have grown considerably. The more the learners and parents are

made aware of the skills that are being taught, the better will be the conceptual understanding of the programme. This could be achieved if the educators were implementing the skills in all the grades in the school.

Whole-school involvement is key to the success of programme's implementation for the entire school. While the learners were satisfied with the programme, the response to the questionnaires revealed that 80% (Figure 2, question 9) of the mediators were open to having the programme changed. In order to achieve this, the educators must be made to realise that learners from Grade R can be taught the different skills, and the educators must not develop the misconception that mediation is only for the senior learners. Simultaneously parents need to become involved in the programme as well.

4.3.2.10. Implementation in Lower Grades

The Peer Mediation Programme could be implemented from Grade R level at a primary school. The response to the questionnaire also showed that more than 70% (Figure 3, question 10) of the mediators felt that the programme should be implemented in the lower grades at school. The level of intervention would have to differ completely to that which the Grades 7's were receiving. The concentration would be on apparatus to teach the different skills. Arend (1995) endorsed this when he explains that educators would have to develop the core content into learning content and needed to apply the appropriate strategies to achieve the different aims when developing a Peace Education curriculum. There were examples of educators using the apparatus in pre-primary classes.

Teachers of four and five year olds were using building blocks to teach communication. Children were using paper cups with a string as a telephone line. When they did the listening skills, they spoke about what they had heard. They were beginning to understand the concept of listening (YPM).

The different emotions like anger and sadness could also be introduced to Grade R learners through cards with different faces showing different emotions. In instances where four and five year old learners were learning the different skills by using apparatus, they were learning to understand the language and methodology of conflict resolution.

With adapted levels of the programme for the different age groups, it is important that the expertise of the educators is utilised. For example, the Grade R educator would be the best person to adapt the Grade R programme to the needs of the learners.

We are conflict resolution specialists. I'm not a pre-school teacher. A pre-school teacher would know how to introduce listening skills at that level. She would be able to give me ideas on what they do as teachers and then we would be able to put our expertise and the teachers' knowledge together and come up with a programme for the school. It's a partnership (YPM).

Implementation in the lower grades would lead to the need for regular retraining of the educators so that they could also be utilised as facilitators. The training could be made easier by the educators making use of the resources which the CCR had available in its library.

4.3.2.11. Parental and Community Involvement in the Peer Mediation Programme

The Peer Mediation Programme had not extended to the community. There was a definite need for the programme to cascade into the school's community and to the parents in particular. "One of the areas that need to be addressed is parent involvement" (Educator T). Parents of the mediators needed to be called to different meetings where the life-long benefits and the aims and objectives of the programme were explained. This would improve the parents' understanding of the programme and it would also allow parents to play a supportive role for their children. These meetings could be held on a quarterly basis and could be expanded as community workshops where the programme is introduced, and the skills and alternatives to conflict are work shopped. By doing this both parents and members of the community could further become involved on a voluntary basis (Educator R).

The use of laypersons from the community could be utilised in reaching the community. Local community radio stations could be used to help in the marketing of certain concepts. "One of the ways in which you can raise the profile of something is to just really key into one of the radio talks shows" (YPM). The community involvement could also be further developed with the introduction of a

conflict resolution newsletter. The newsletter would allow for stories from learners and the community. Again parents and community volunteers could facilitate this process (Educator G).

4.3.2.12. The Problems Related to Over-Extending the Role of a Peer Mediator

The Peer Mediation Programme at school X had duties assigned to the mediators that extended beyond the duties of a peer mediator. “At school X we obviously have a dual purpose with our mediation programme” (Educator T). These duties included controlling the gates for latecomers, duties associated with the tuck shop and assisting at with lining up of learners at assembly points. The extra duties were not viewed as too demanding since there was a structured roster around the implementation of the duties.

Despite the careful planning there seemed to be the enigma that the extended duties had created an exclusive group of learners. “Are we creating a group of people who have the monopoly of the peer authority in the school?”(YPM). This was a misconception that the parents of the mediators could possibly relate to (Educator G). The extension of the programme was creating confusion for the rest of the school around the role of the mediator.

My concern around the extension of the programme is very specifically related to role-confusion. When we work at a very advanced level with mediation we often encourage people who are training in mediation to reflect on their role all the time. If,

as the manager, or as a principal, I have two educators in conflict, am I the best mediator? Most probably not because those people see me as the authority figure and they expect me to make decision (YPM).

As the mediators execute their duties they would be viewed as authority figures that also have to mediate when conflict arises. Other learners in the school would now have to differentiate between a mediator and an 'authority role.' It would also be difficult for the mediator to assume a neutral role after the mediator had been reprimanding other learners. While the switching of roles was difficult for the trained conflict practitioners, it would even be more difficult for the learners.

When we are in an authority role as practitioners we excuse ourselves from mediation set-ups because we have a particular rank and authority that then skews the mediation process (YPM).

The role-confusion would inevitably create a problem where learners would be left with making a conscious decision around whether to choose between a person who is enforcing school rules and a 'safe person' whom they can relate to. The facilitators of the programme became aware of the problem of 'dual roles' as it unfolded and conceded to the fact that it needed to be addressed.

She's made a very valid point that I have not considered previously. It's definitely food for thought. Reflecting on what the YPM has said I definitely see the benefit of having a diverse programme. We have to review the programme because we see it from the mediator's perspective (Educator T).

It was interesting to note that when questioned about their duties, the response to the questionnaire indicated that 97% (Figure 3, question 11) of the mediators understood the duties assigned to them. Yet, while the understood their duties, a further response to the questionnaire also revealed that 40% (Figure 2, question 8) of the mediators felt that their duties were unnecessary. The duties referred to by the 40% were obviously the extra duties given to them as mediators.

The 'dual role' was sending 'mixed messages' to the school. There was also the indication that they did not have enough time to themselves during intervals, since the response to the questionnaire showed that 97% (Figure 3, question 12) of the learners agreed that they had less free time than other learners. The facilitators had become more aware of the 'dual role' in the focus group interviews and while they felt that the learners could cope with the responsibility, they were going to reflect on the programme and re-address it as part of changing the design.

4.4. The Implementation of the Peer Mediation Programme

With the analysis of the implementation the focus was on the duration of the training, the support that the school offered and the support from the Youth

Programme for the implementation. It was also essential to bear in mind that every school that underwent the training would have a different approach to its implementation while there is no right way, or wrong way; there are certain guiding principles that governed the training.

4.4.1. The Duration of the Training

The training for the mediators takes place over a period of eight months. The learners spend an hour after school once a week. The Peer Mediation Programme commences in August and continues through to March of the following year. During the initial three months, from August to December, the programme focuses on the school's Code of Conduct. The mediators understood this important section on the Code of Conduct. In addition, the adherence to the Code of Conduct was substantiated by the response to the questionnaire when 100% (Figure 1, question 5) of the mediators agreed that they had to adhere to the code. The section on conflict resolution commenced in the following year. The hour per week was regarded as insufficient as the implementation of the sessions was often rushed. While there was no specific time allocated to the entire programme, the approximate hours was 28 hours for the sessions and three full camp days (8h00 to 20h00).

4.4.2. The Mediator Camp

The trainee mediators also attended a compulsory 3-day camp as part of the training. The responses to the camp questionnaire (Appendix U) gave a very clear indication of what they thought of the camp. They struggled to list things

that they disliked about the camp. They also felt that the most important part of the camp was the different steps in mediation as well as problem solving. The mediators had worked well as a team and the bonds between them were strengthening. The camp had achieved one of the aims of the programme viz. to develop teambuilding.

4.4.3. Support for the Youth Programme

The Youth Programme's support for the school had slowly dissolved. The present facilitators were unaware of the Youth Programme.

I was not aware of the Youth Programme until very recently because we only took over the Peer Mediation Programme in 1998 after the previous educator who co-ordinated the programme had left the school. I think by that time communication had already disintegrated (Educator T).

There was no certainty around the reasons for the lack of support. It was felt that after the first implementer of the programme left the school, the educators who carried on with the programme did not remain in contact with the Youth Programme. The lack of support was also attributed to the fact that the school's management at the time was not supportive of the programme, and that the Youth Programme had become aware of the lack of support. "I think the YPM lost faith with our school at the time because I did not lie about the fact that we weren't getting the support that she was hoping we would get" (Educator G).

Since then the Youth Programme had improved their lines of communication and support. They had a toll free number that was always accessible. They also encouraged principals and educators to remain in contact with them. The Youth programme wanted to be aware of developments to the programme that schools were undertaking. The manuals and the use of the resource library at the CCR were readily available. The trainers were also readily available to give advice and review the changes to the design of the programme (YPM).

4.4.4. Support from the School for the Peer Mediation Programme

The school was very supportive of the programme. The management in particular supported and promoted the concept of Peace Education. The mediators were acknowledged by the staff for the role that they played as mediators (Educator R). The Mediators had a special allotted classroom for their training and at the end of the year the mediators were certificated at an Awards Ceremony for the service that they rendered to the school (Educator P). The mediators were also given a special treat on one day of the year.

While the school was supportive of the implementation of the programme, it was not providing sufficient funding for the programme. This was directly related to the budgetary constraints and the annual funding allotted to the programme (Educator R). This meant that all the materials, which the facilitators used, were raised through fundraising projects. The school subsidised a pro rata share of the camp for the mediators and also supplied some of the stationery that the facilitators used as part of the training (Educator P).

4.4.5. The Breakdown in Communication with the Youth Programme

It was revealed in the findings that the breakdown in communication (referred to in section 4.4.3.) had an influence on the implementation of the Peer Mediation Programme at the school. Shortly after the first implementer of the programme had left the teaching profession, there was a breakdown in communication with the Youth Programme. This resulted in the slowly dissolving support for the Youth Programme. The facilitators who carried on with the programme were unaware of the Youth Programme until 1998. They also claimed that the breakdown in communication had occurred before they had taken over the programme. There were no definite reasons given for the breakdown from the side of the Youth Programme or from the school. There was only the speculation that the new facilitators at the time did not maintain the communication, or that it was the school's responsibility to remain in contact at the time. The first implementer also assumed that the Youth Programme Manager at that time did not continue to support the school because the school's management was not supporting the programme.

The breakdown in communication resulted in the school continuing to develop the programme without the assistance of the Youth Programme. It appeared that the MISC component of the course was thus neglected because of the lack of support from the Youth Programme. The emphasis at the school was mainly on the CCAC component. The facilitators did, however, realise that they were neglecting the community aspect of the programme. They felt that their workload was burdensome but that they were nevertheless impacting on the community via the learners and parents. They also acknowledged that they had not

given the community involvement enough thought. The Youth Programme also acknowledged that they had not maintained sufficient communication at the time. Again there were no definite reasons given for the lack of communication.

Since the breakdown in communication, the school had re-established their links with the Youth Programme. There was an interactive participation. There were improved lines of communication and supportive assistance. The Youth Programme wanted to be made aware of progress and changes to the design of the programme, as this would assist them in further developing their own resources. They had made their library and other resources at the CCR available for use by the school. The trainers were also readily available to give advice and review the changes to the design of the programme (YPM).

4.5. The Impact of the Peer Mediation Programme on Various Stakeholders

The next section deals with the interpretive analysis of the impact of the Peer Mediation Programme on the school, the peer mediators, the parents and the immediate community. It is explained what impact the programme has had on the school, on the peer mediators themselves, on their parents and on the school community.

4.5.1. The Impact of the Peer Mediation Programme on the School

The impact of the a Peer Mediation Programme on a school was compared to the impact of an autocratic culture, where the discipline was 'top down' and where this resulted in persons never being allowed to make decisions. This was also destructive to the concept of role modelling where learners shaped and developed their behaviour on that of their educators and their peers.

Contrary to this, Peer Mediation Programme started with the educator who internalised the skills and spread it via the classroom. Walker (1989) also related to educators modelling non-violent behaviour. He mentions the 'crucial role' of educators who need to take the initiative in integrating conflict resolution into the curriculum. As the different behaviours spread to the class, the educators were able to see the different behaviours of the learners being modelled. The mediators also modelled the behaviour and were able to challenge the win/lose mindset. The learners were being presented with alternatives to conflict, to win/lose situations and to destructive patterns of behaviour. The educators also found that they are less burdened since they were no longer dealing with petty disagreements in the classroom and playground since the learners were now taking responsibility for the resolution of conflict and learners started developing leadership skills. Arnold (1995) also referred to strengthening of democratic structures in schools as a result of conflict resolution

The programme had made an impact on the discipline and the behaviour of the school. It was observed that the educators were spending less time sorting out problems of learners in the playground. The Grade 7 educators had a similar view

and added that there were fewer injuries in the playground, as the mediators were helping to enforce the rules and regulations of the school. One educator said, “I think they’re our eyes you know” (Educator C). The facilitators nevertheless felt that although the school was benefiting from the programme, they were, however, not benefiting optimally, since not all the learners in the school were exposed to the programme. Pendharker (1995) also referred to staff spending less time with disputes and mentioned that the tension between staff and students had been reduced.

The mediators also felt that the school was benefiting from the programme. This was also substantiated by the response to the questionnaire where more than 60% (Figure 4, question 19) of the mediators agreed that the school was benefiting from the programme. In addition, the educators felt that the programme had made an impact on the discipline and behaviour at the school. It was, however, felt that the benefit was not optimal, because not all the learners in the school were exposed to the programme.

4.5.2. The Impact of the Peer Mediation Programme on the Mediators

The Peer Mediation Programme complemented Outcomes-Based Education since the programme was developing skills, attitudes and values and was thus a necessary part of a child’s development. The mediators were able to relate to other learners and were able to deal with their differences and tolerances. Since conflict is a part of everyday life, the mediators now had an opportunity to deal with the concept in a formal situation. They were continually discovering

new information and were learning to deal with different processes. The mediators now had the opportunity to take responsibility for their 'wants, need, fears, concerns, feelings' as well as their input and output in conflicting situations.

4.5.2.1. Skills and Values

The mediators were developing skills and values for life. "I think they have learnt things that they never knew before and the skills that they learnt are something they can use throughout their lives" (Educator R). They had also developed the 'win-win' skill. This was endorsed by an educator who said, "They've learnt about 'win-win' situations where everyone can end up being happy" (Educator Y).

Over the period of the training the mediators had developed a certain amount of assertiveness and different leadership skills. "By the end of the year you can see how the learners have developed leadership skills since they are more assertive and confident amongst their peers" (Educator P). It was felt that this skill was very important. "To take responsibility for your emotions is one of the most powerful impacts of the implementation of Peer Mediation" (YPM). The goal of the Peer Mediation Programme was being achieved once the skills were internalised and the mediators were becoming unconsciously skilled at conflict resolution.

The mediators had also developed values like a sense of responsibility, initiative, honesty, and integrity. The response to the questionnaire (Figure 3, question 14) indicated that more than 97% of the mediators felt that the

programme had taught them certain skills. Their listening skills had improved as a result of the programme. This was also evident in the response to the camp questionnaire (Appendix T) where all of the learners were able to define active listening. There was evidence that they all understood the win-win concept used in mediation. The response to the questionnaire substantiated their understanding of this concept where more than 97 % (Figure 2, question 7) of the mediators agreed that conflict had to be resolved through a win-win situation. The Peace Works document (2002), Smith and Daunic (2000) and Pickering (2000) all relate to examples of similar benefits derived from implementing conflict resolution programmes.

The responses to the questionnaire also indicated that more than 90% (Figure 4, question 18) of the mediators felt that they had developed certain skills as mediators. This included an important skill like problem-solving which they continually apply in their mediation. Once again this was substantiated by the response to the questionnaire where more than 97% (Figure 4, question 15) of the mediators indicated that they had developed problem-solving skills. Two of the aims of the programme had been attained viz. To equip mediators with skills to help other learners to address and solve conflict in a positive way, and to develop leadership skills.

4.5.2.2. The Mediation Process

The response to the questionnaire (Figure 2, question 6) indicated that 100% of the mediators understood the importance of applying the ground rules during mediation. They were also able to apply the mediation process. Again this

was substantiated by the response to the questionnaire where more than 90 % (Figure 2, question 7) of the mediators knew that conflict had to be resolved through applying the 'win/win' concept. In the camp questionnaire the mediators could also explain the mediation process (see Appendix T) and also give example of fouls which could spoil the process. The understanding of mediation processes was a clear indication that another important aim of the programme had been met viz. To teach the learners mediation skills.

4.5.2.3. Behavioural Changes

The mediators had matured in their approach to their fellow-learners and in the class they were able to show more initiative and responsibility. They also displayed the ability to handle tasks effectively. An educator said, "If you give them a task they would work out a way to handle it and how to implement it. They are definitely more assertive" (Educator Y). Mediators who had left the school were fulfilling leadership roles at high school. "Several of the mediators are now SRC (Student Representative Council) members. They became head boys and head girls at high schools" (Educator T). In addition the mediators could develop a better understanding of relationships. "They develop a language which is helpful in dealing with conflict" (YPM).

The parents of the mediators felt that in addition, their children were better able to express themselves and that they would also confidently challenge certain decisions at home. Their children's self-esteem had improved and one parent said that her son had developed self-control: "My son has learnt to walk away from certain situations" (Parent C).

The mediators' exposure to the programme had impacted on their values and the way in which they conducted themselves. One educator commented on the impact the programme had had on her niece and how it had helped her cope with a family crisis.

She used it in her personal life. She's gone through a tough time. The manner in which she conducted herself and how she has tackled several of the problems she has had to face. Definitely, she's benefited from the skills she was taught. I don't think that she would have managed her school career if she had not had these skills (Educator T).

The mediators related the positive changes that the Peer Mediation Programme have had on their personal lives. One mediator said, "It's made me more responsible and punctual and it has basically helped me" (Learner A). They were able to make decisions and choices. A mediator explained that she was able to identify inner conflict. "I can decide about how I would go about handling conflict within myself" (Learner M). They had become more tolerant towards other learners and had discovered that they could not always solve the conflict. This fact was also substantiated by the response to the questionnaire where 90% (Figure 1, Question 3) of the mediators indicated that they more tolerant towards other learners.

One mediator stated that: "We can't solve everything. Some learners are just not going to listen" (Learner T). A mediator mentioned how the programme

had developed her confidence. “It has taught me how to handle conflict and be more responsible and how to talk to younger children” (Learner D). There were instances where the mediators felt that the programme had helped them in their schoolwork, as they were better able to handle the workload. One mediator said that the programme had helped him at his home and especially when there were situations of conflict. Another mediator felt that it had developed her social skills. “It has taught me how to socialise more with other people and made me go out and meet someone new because I am a very shy person” (Learner F). The mediators also mentioned that the programme had developed their self-esteem, as they were proud of what they did. Their leadership skills were developing. One mediator explained that he had developed a certain amount of control over his emotions and added, “Shouting will get you nowhere” (Learner A). Lam (1989) mentions similar behavioural changes.

4.5.3. Negative Impact

The mediators also mentioned the negative impact that the Peer Mediation Programme was having on their lives. They felt that they were over-utilised. One mediator said: “Because you are a mediator people think that you should do everything” (Learner M). They also felt pressurised by the educators as the educators had high expectations of them and expected them to excel at all times. “When you’re not punctual or you don’t do your homework they say you’re a mediator you cannot do that” (Learner L). Another mediator added: “Sometimes people think you have to excel in everything just because you’re a mediator” (Learner T). They were also constantly aware of themselves and were scared of making mistakes since they felt that the educators were watching them. Many of the

mediators also complained that the other learners did not always respect them. They did not have sufficient free time during intervals. This was also substantiated in the response to the questionnaire where more than 97 % (Figure 3, question 12) of the mediators indicated that they did not have sufficient free time. They complained that they were scared of making mistakes, as the educators would be over critical of them.

4.5.4. The Impact of the Peer Mediation Programme on the Parents

Parents said that they were not involved in the programme and that they did not understand what the programme entailed. While their children had spoken to them about the programme, they were under the impression that it was the old 'perfect system.' The response to the questionnaire indicated that 97% (Figure 4, question 16) of the learners had informed their parents about the programme. This seemed to contradict the fact that the parents on the other hand seemed ill-informed about the programme. This ambiguity was a direct result of the learners not having a clear conceptual understanding of the programme and the manner in which they had conveyed their roles as mediators to their parents.

The facilitators of the programme had informed the parents that their children were chosen as mediators. Despite this there was no further follow-up and meeting with the parents. The only other time that the parents had made formal contact with the programme was at the camp where they could view the charts, which the learners had made. The facilitators and the Grade 7 educators acknowledged the need for parental involvement so that the parents could develop an understanding for the programme.

4.5.5. The Impact of the Peer Mediation Programme on the Community

The communities' involvement was a key concept to the success of the programme hence the name Mediation in Schools Communities (MISC). While the school was often providing a safe environment, the situation at home was sometimes very different. This was sending conflicting messages to the child in that situation. The community was not to be misled into imagining that homes would automatically become peaceful. The Peer Mediation Programme had to strive try to raise an interest from parents to support their learners. It was emphasised that: "We're trying to develop a culture where parents have an openness to receiving what the children are learning at school" (YPM).

The cultural dynamics of a school community was always a factor that affected the mediation process. The strategies taught to learners at home were not always effective. While schools strived to promote Peace Education, the learners often returned to socio-economic environments where there was constant strife and conflict. Dovey (1998) endorses this viewpoint when she mentions the dynamics which affect the implementation of Peace Education. To overcome this problem, schools needed to have workshops for parents and while all the parents would not attend, one had to accept the challenge and break through a stubborn mindset.

Since the inception of the programme there had been little or no involvement with the community. The facilitators did, however, feel that they

were impacting on the community via the learners and the parents in some way, but that it wasn't sufficient.

As educators we feel burdened by the role .We feel we are impacting on the community via the learners and via the parents who are being informed. I haven't thought of how we can impact the community as a whole (Educator T).

While this was the case, there were examples cited by the parents, the mediators and the facilitators of how the peer mediators were using their skills within the community. There was an example given of a mediator using the leadership skills in church. High schools were also curious and wanted to know more about the programme.

The mediators were very positive about having used their skills outside of a school situation. In the response to the questionnaire more than 80% (Figure 3, question 13) of the mediators indicated that they had used their mediation skills in the community. The mediators were very positive about the impact that the programme would have on high schools, since more than 90% (Figure 4, question 20) of the mediators indicated in their response to the questionnaire that the programme would benefit learners at high school.

The mediators had experience of using their skills in the community. In addition, certain of their peers in the community would share their problems with them. "I could give her advice on how to sort out her own problems" (Learner M).

One mediator had helped an older aunt sort out her problems by offering her advice as a mediator. Another mediator explained how he had sat down two boys at a soccer match and resolved their conflict. "I sat them down, talked to them, then they came up with their own solutions" (learner R)'

In this chapter the data collected as well as the relevant documentation relating to the Peer Mediation Programme was analysed and interpreted. In the following chapter the findings related to the evaluation research will be discussed and certain recommendations with regard to the programme will be made.

CHAPTER 5

THE FINDINGS

The findings were derived from the results of the data as well the content of the previous chapters. These findings are discussed under the four broad meta-themes of conceptualisation, design, implementation and the impact of the programme. The findings are also related to the aims and objectives of this research evaluation. The aim and purpose of this evaluation research was to evaluate the conceptualisation, the design, the implementation and the impact of the Peer Mediation Programme on the various stakeholders using a multi-method approach. The findings are followed by the recommendations and the conclusion.

5.1. The Conceptualisation of the Peer Mediation Programme

In the evaluation of the conceptualisation of the programme it was found that:

- Peace Education was the overarching umbrella for the different strategies, like conflict resolution and peer mediation, in promoting a non-violent, co-operative and peaceful nation;
- The Peer Mediation Programme met all of the five aims and objectives of the programme;
- The mediators had developed a clear and concise understanding of how to recognise conflict and how to apply the mediation process;
- The mediators had developed a clear understanding of the terminology used during the mediation process;

- The educators, parents and the community did not have a clear understanding of how Peace Education related to conflict resolution and peer mediation; and
- The mediators were fulfilling a ‘dual role’ at the school, which influenced the conceptual understanding of the programme, and this resulted in the mediators being incorrectly perceived by the various stakeholders.

5.2. The Design of the Peer Mediation Programme

The evaluation of the design of the Peer Mediation Programme revealed the following:

- The Peer Mediation Programme was derived from the Youth Programmes’ design of CCAC and MISC;
- The school had adapted the design to accommodate its own particular needs over a period of 10 years;
- The Peer Mediation Programme was re-evaluated on an annual basis in order to incorporate changes to the programme;
- The school had a clearly defined selection process whereby learners were objectively selected for the programme using set criteria;
- The programme could be adapted to include learners from Grades R to 7;
- The programme could be further cascaded to include the community more effectively via the MISC component;
- The educators would play a major role in adapting the design of the programme to incorporate all grades;

- The present programme was exclusive in that it only included Grade 7 learners and this therefore influenced the rest of the school's perception of mediators; and
- The CCR Youth Programme was very eager to assist in helping to improve the design of the programme.

5.3. The Implementation of the Peer Mediation Programme

The evaluation of the implementation of the Peer Mediation Programme revealed the following:

- Three very experienced educators effectively and efficiently implemented the Peer Mediation Programme over a period of an academic year on an on-going basis according to a clearly documented programme;
- The mediator camp was a highlight of the programme where the educators were able consolidate the training for the learners;
- The mediator camp was run very effectively and the camp was thoroughly enjoyed by the mediators;
- The school was extremely supportive of the Peer Mediation Programme and the concept of Peace Education; and
- The CCR Youth Programme was extremely willing to assist the educators in improving the implementation of the programme.

5.4. The Impact of the Peer Mediation Programme

The evaluation of the Peer Mediation Programme revealed the following about the impact on the school, the mediators, the parents and the community:

5.4.1. The School

- The Peer Mediation Programme had a positive effect on the ethos of the school;
- The educators were able to develop the concept of Peace Education, and in so doing, created a peaceful ethos for the school and its immediate community;
- The educators were able to model the mediation skills that they had internalised over the years;
- By modelling the skills the educators were able to cascade their skills to the learners; and
- The educators were less burdened with trying to resolve conflict in the playground and classroom.

5.4.2. The Mediators

- The mediators had developed the skill of mediation;
- The mediators had developed important life skills and values;
- The mediators had experienced positive behavioural changes that impacted on their personal and social lives;
- The mediators felt that their peers at school did not respect them. The disrespect was a direct result of the incorrect perception of mediators; and
- The mediators felt that they were over-burdened by their duties and as a result they did not have sufficient free time for themselves.

5.4.3. The Parents

- The parents did not have a very good understanding of the Peer Mediation Programme and as a result this affected their level involvement in the programme; and
- Despite the parents' lack of understanding of the programme, they were eager to want to learn more about the programme.

5.4.4. The Community

- The MISC component of the Peer Mediation Programme had not developed sufficiently. This was attributed mainly to the breakdown in support and poor lines of communication between the Youth Programme and the school over the years;
- The CCR Youth Programme was aware of the breakdown in communication and had made a concerted effort to improve their relationship with the school; and
- There were many positive community initiatives that could be implemented to enhance the programme and the community's involvement.

5.5. Recommendations

The following recommendations will assist in further developing the Peer Mediation Programme for the school:

- The conceptual understanding of Peace Education needs to be developed for the entire school and the community, as this will result in the role players having a ‘global picture’ of the programme and what it can achieve through its implementation;
- As part of their annual review, the school should consider re-designing the programme to include all grades from Grade R to 7 so that more learners become involved in the programme;
- The design should become an integrated part of the Life Orientation Learning Area so that it is not a separate extra-mural programme, but will eventually become an inclusive section of the curriculum;
- The mediators need to be selected from a wider range of learners so that the entire school could develop a better conceptual understanding of the programme;
- The MISC component of the programme needs to be developed so that the concept of Peace Education spread into the different areas of the community; and
- All the educators at the school must be encouraged to become part of on going re-training so that the programme can continually develop with new input.

5.6. Conclusion

The focus of this Evaluation Research was to evaluate the conceptualisation, the design, the implementation and the impact of the Peer Mediation Programme with the purpose of improving the programme for future

use. The rationale underlying the evaluation was that the programme imparted certain skills and values to the learners and that this in turn had a positive impact on the school.

The Evaluation Research revealed that the Peer Mediation Programme had been successfully implemented. The programme was conceptualised and designed in such a way that it met all the needs of the intended beneficiaries. The intended outcomes of the programme had been met in an efficient and cost effective manner.

The programme's recipients responded positively to the implementation. The programme succeeded in creating a culture of Peace Education and continues to do so. In so doing it has assisted in developing the ethos of the school. In addition it was evident that the programme is able to instil positive values and life skills for the learners, their parents, the educators and the extended community.

I have found this research to be an interesting and challenging development in education. Although doing the research was extremely hard work, I was nevertheless enriched as I discovered facts that I would otherwise never have known about. It has always been my view that Peace Education, as a way of life, has the power to change the lives and the thinking of a nation. I trust that you, the reader, have gained a better understanding of this concept and its significance in education. I know for sure that I have.

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APPENDICES

Appendix A: Request to the WCED

Colin Charles Isaacs
12 Quartz Street
Penlyn Estate
Lansdowne
7780
10 May 2003

Dr Ronald Cornelissen
The Western Cape Education Department
Grand Central Building
Cape Town
2000

Sir

Request to conduct a research project at a primary school

I am presently enrolled as a student at the Peninsula Technikon where I am currently pursuing a Masters degree in Education. I am in the process of writing a thesis for the research component of my studies, and I need the permission of the WCED to conduct research at one of its primary schools.

The title of my research project is **Peace Education: Positive change via peer mediation in the primary school.**

The purpose of this research is to evaluate the conceptualisation, the design and implementation of a Peer Mediation Programme for selected grade seven learners at York Road Primary School by means of Evaluation Research in order to improve the programme for future implementation at the school. As a sub problem the research will also investigate the criteria used to select learners who participate in the Peer Mediation Programme in order to establish whether the selection process has only catered for certain selected learners and thus affecting the intended outcome of the programme.

While a code of conduct at a school is a means to instil and control discipline, alternative methods have resulted in a Peer Mediation Programme being developed and implemented at York Road Primary School.

I believe that this Peer Mediation Programme will ultimately develop and instil positive values such as respect, honesty, self-awareness, trust and impartiality at York Road Primary. The learners will also be empowered with skills to solve conflict, develop self-esteem and leadership so that these qualities can add value to any educational system.

The research will be conducted at **York Road Primary School, 33 Lower York Road Lansdowne, 7780** during the third term of 2003. The research will not be done in the entire school, but will be limited to 30 grade 7 girls and boys who have been selected for the programme. Only randomly selected staff members, the programme implementers as well as randomly selected parents of these learners will participate in the research.

*The research will make use of Evaluation Research and the following research methods will be used: [** see appendix for examples of questions to be used*]

- ❑ Interviews with learners, parents and certain staff members
- ❑ Focus groups with the learners, parents and certain staff members
- ❑ Participative research and classroom observation
- ❑ Questionnaires for parents and learners

The secondary research will contain the literature survey, an analysis of written reports on the programme and an analysis of the programme's syllabus.

The research will be beneficial to the school as educators who are implementing the programme will be able to develop and expand on the design of the programme. Parents will be made aware of the positive impact of the programme. Learners will be able to use peer mediation in their daily programme and this will improve the Behavioural Management at the school.

The following ethical safeguards will be observed and implemented:

- 1.1. Informed permission will be obtained from the Head of the school as well as the Governing Body to conduct research in the school.
- 1.2. The Head of the institution and the Governing Body of the school will be informed of the potential benefits of the research for the school.
- 1.3. Informed permission will be obtained from the educators, the parents and guardians of the learners participating in the data collection.
- 1.4. The school, the educators, the learners and parents participating in the research will be assured of a pledge of confidentiality.
- 1.5. Participants in the research will be informed that their participation is voluntary and that they may withdraw at any time during the research proceedings.
- 1.6. All persons participating in the research will be informed as to the study purpose for which the information will be used.
- 1.7. A copy of the final report on the research will be given to the Research Directorate, WCED and to the school.

My supervisor is Dr Beatrice Thuynsma, a lecturer in the Education Department at the Peninsula Technikon, and she has already forwarded a letter informing the WCED of my status as a student.

I trust that this information will allow you to make an informed decision with regard to my request.

Thanking you

COLIN ISAACS

Student number: 20005077
Ph: 021 6921777 (h)
021 7041705/ 6 (w)
Fax: 021 7036929
Email: colinisaacs@mweb.co.za

Appendix B: Request to the school

Colin Charles Isaacs
12 Quartz Street
Penlyn Estate
Lansdowne
7780
10 May 2003

The Chairperson
York Road Primary Schools Governing Body
33 Lower York Road
Lansdowne

Sir

Request to conduct a research project at a primary school

I am presently enrolled as a student at the Peninsula Technikon where I am currently pursuing a Masters Degree in Education. I am in the process of writing a thesis for the research component of my studies, and I need the permission of the Governing Body to conduct the relevant research at York Road Primary School.

The title of my research project is **Behavioural Management: Positive change via peer mediation in the primary school.**

The purpose of this research is to evaluate the conceptualisation, the design and implementation of the Peer Mediation Programme for selected grade seven learners at York Road Primary School by means of Evaluation Research in order to improve the programme for future implementation at the school. As a sub problem the research will also investigate the criteria used to select learners who participate in the Peer Mediation Programme in order to establish whether the selection process has only catered for certain selected learners and thus affecting the intended outcome of the programme.

While a code of conduct at a school is a means to instil and control discipline, alternative methods have resulted in a Peer Mediation Programme being developed and implemented at York Road Primary School.

I believe that this Mediation Programme will ultimately develop and instil positive values such as respect, honesty, self-awareness, trust and impartiality at York Road Primary. The learners will also be empowered with skills to solve conflict, develop self-esteem and leadership so that these qualities can add value to any educational system.

The research will be conducted at **York Road Primary School, 33 Lower York Road Lansdowne, 7780** during the third term of 2003. The research will not be

done in the entire school but will be limited to 30 grade 7 girls and boys who have been selected for the programme. Only randomly selected staff members, the programme implementers, as well as randomly selected parents of these learners will participate in the research.

The research will make use of Evaluation Research and the following research methods will be used: [see appendix for examples of questions to be used]

- Interviews with learners, parents and certain staff members
- Focus groups with the learners parents and certain staff members
- Participative research and classroom observation
- Questionnaires for parents and learners

The secondary research will contain the literature survey, an analysis of written reports on the programme and an analysis of the programme's syllabus.

The research will be beneficial to the school as educators who are implementing the programme will be able to develop and expand on the design of the programme. Parents will be made aware of the positive impact of the programme. Learners will be able to use peer mediation in their daily programme and this will improve the Behavioural Management at the school.

The following ethical safeguards will be observed and implemented:

- 1.8. The Governing Body of the school will be informed of the potential benefits of the research for the school.
- 1.9. Informed permission will be obtained from the educators, the parents and guardians of the learners participating in the data collection.
- 1.10. The school, the educators, the learners and parents participating in the research will be assured of a pledge of confidentiality.
- 1.11. Participants in the research will be informed that their participation is voluntary and that they may withdraw at any time during the research proceedings.
- 1.12. All persons participating in the research will be informed as to the study purpose for which the information will be used.
- 1.13. A copy of the final report on the research will be given to the Research Directorate, WCED and to the school.

I trust that this information will allow you to make an informed decision with regard to my request.

Thanking you,

COLIN ISAACS

Student number: 20005077
Ph: 021 6921777 (h)
021 7041705/ 6 (w)
Fax: 021 7036929
Email: colinisaccs@mweb.co.za

Appendix C: Reply from the WCED

29/05/2003 09:16 021-425-7445

DIR ED RESEARCH

PAGE 01/01

Navne
Enquirer
Imibuzo
Telefoon
Telephone
Ifoni
Faks
Fax
IFekvi
Verwysing
Reference
ISabaliso

Dr Ronald Cornelissen

(021) 467-2286

(021) 425-7445

200305140844



Wes-Kaap Onderwysdepartement

Western Cape Education Department

Isise leMfundo leNtshona Koloni

Mr Colin Isaacs
17 Quartz Street
Penlyn Estate
LANSDOWNE
7780

RESEARCH PROPOSAL: BEHAVIOURAL MANAGEMENT: POSITIVE CHANGE VIA PEER MEDIATION IN THE PRIMARY SCHOOL

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from 22nd July 2003 to 26th September 2003.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December 2003).
7. Should you wish to extend the period of your survey at the school(s), please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal of the school where the intended research is to be conducted.
9. Your research will be limited to the following School: **York Road Primary**.
10. A brief summary of the content, findings and recommendations is provided to the Director, Education Research.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Education Research
Western Cape Education Department
Private Bag 9114
CAPE TOWN
8000

We wish you success in your research.

Kind regards,

HEAD: EDUCATION
DATE: 2003.05.29

DATE RECEIVED

2003-05-29

WELD ASSEBLIEF VERWYSINGSNUMMERS IN ALLE KORRESPONDENSIE. PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE.
NCEDA UNHALE INOMBOLO ZESALATHISO KUYO YONKE IMBAL ELIWANO

Appendix D: Information sheet for the learners

PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION RESEARCH

(FOR LEARNERS PARTICIPATING IN A FOCUS GROUP INTERVIEW)

Please read the following carefully before signing the form.

Formal title:

Peace Education: Positive change via peer mediation in the primary school.

The study purpose:

You are being invited to participate in an evaluation research study at your school. The research will evaluate the Peer Mediation Programme in which you are presently participating as a mediator. It is hoped that the study will help to improve the programme for other learners like yourself, and that it will also help to improve the discipline and behaviour at your school.

Research procedures:

If you decide to participate in this study, you will be asked to participate in an interview together with 3 – 4 other learners from the Peer Mediation Programme. The interview will last approximately 60 minutes. Only the researcher conducting the interview will know how you answered the questions and the researcher will not use your names when writing a report about the interview.

Possible benefits:

1. The research will be helpful to the educators who are implementing the programme, as they will be able to improve on the programme for you and future learners who will participate in the Peer Mediation Programme.
2. Your parents will be made aware of the how the programme can help you at school and in your daily lives.
3. The research will also benefit you the learner, since you will be able to use the mediator training in your daily lives.
4. The behaviour and discipline at your school will improve.

Your choices:

Being a part of this study is your own choice and whatever you decide will not affect your marks, or whatever your teachers think of you. You don't have to answer any of the questions that you feel you don't want to. If you decide to be part of the study and change your mind later, you may do so.

Confidentiality:

Only the researcher will know how you answered the questions. The questions, which you have answered, will be recorded on an audiotape and a research associate will type out the actual recording. The tapes will be erased when the study is over and your name will not be written down or given to anyone for any reason.

Questions:

If you have any questions or problems related to this research you could contact the following persons:

The Principal

York Road Primary School
33 lower York Road
Lansdowne
7780.

Telephone: 021 7041705 / 6

Fax: 021 7037929

Email: yorkprim@mweb.co.za

or...

Dr Beatrice Thynsma

Department of Education
Peninsula Technikon

Telephone: 021-959 6450/6245

Fax: 021-959 6068

Email: thuynsmab@pentech.ac.za

If you have questions about your rights as a learner taking part in the study, or comments or complaints about the study you may also contact the following persons:

The Higher Degrees Committee

Peninsula Technikon
Bellville

Telephone: 021-959 6911

Fax: 021-951 5617

Appendix D (continued): Consent form for the learners

**PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION
RESEARCH**

(FOR LEARNERS PARTICIPATING IN A FOCUS GROUP INTERVIEW)

I, _____ (*please print name in full*),
have read what is written above and I understand what it will mean if I agree to be
a part of the study. My questions about the study have been answered. I agree
to answer the questionnaires. I also agree to answer the questions as part of a
group. I will allow an audiotape recording to be made of our answers. I agree
that someone whom the researcher has asked can type my answers. I want to
be part of this research. I have been offered a copy of this consent form.

Name of learner (printed)

Signature of learner

Date

Name of parent (printed)

Signature of parents

Date

Colin Isaacs
(Researcher)

Date

Dr Beatrice Thuynsma
(Supervisor)

Date

Appendix E: Information sheet for the peer mediators

PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION RESEARCH

(FOR THE PEER MEDIATION FACILITATORS PARTICIPATING IN A FOCUS GROUP INTERVIEW)

Please read the following carefully before signing the form.

Formal title:

Peace Education: Positive change via peer mediation in the primary school.

The study purpose:

The purpose of this research is to evaluate the conceptualisation, the design, implementation and impact of a Peer Mediation Programme for selected Grade 7 learners at a primary school by means of evaluation research in order to improve the programme for future implementation at the school.

Research procedures:

If you agree to participate in this study, you will be asked to participate in one focus group interview together with 3 – 4 other educators. The interview will last approximately 60 minutes. All the information obtained from you will remain strictly confidential.

Possible benefits:

1. The research will be helpful to educators who are implementing the programme, as they will be able to develop and expand on the design of the programme.
2. The parents will be made aware of the positive impact of the programme
3. The research will also benefit learners since they will be able to use peer mediation in their daily programme.
4. The behaviour and discipline at the school will improve.

Alternatives:

You may choose not to participate in this study.

Voluntary participation:

Participation in the research is completely voluntary. You may refuse to answer any questions. Your refusal regarding your participation in this study will not affect your future treatment at the school. If you decide to participate in the study, you are free to change your mind and discontinue your participation in the study at any time and this will not affect the manner in which you are treated at the school.

Confidentiality:

Information obtained about you for this study will remain confidential and neither your identity, nor York Road Primary School will be mentioned in the transcripts. The focus group interview that you are being asked to attend will be recorded on audiotape. The recordings and the transcription thereof will remain confidential, and neither your identity, nor York Road Primary School will be mentioned in the transcripts.

A research associate, who has also been chosen by the researcher and who has agreed to keep the contents confidential will transcribe the recordings. No employee at your school or member of any participating organisation will have access to the questionnaires or transcripts. The tape recordings will be erased once the study is complete and the research findings have been documented. Any reports or publications about the study will not identify you, or any other individual study participant, school or community.

Questions:

Any questions or problems related to this research should be directed to the following persons:

The Principal

York Road Primary School
33 lower York Road
Lansdowne
7780.

Telephone: 021 7041705 / 6

Fax: 021 7037929

Email: yorkprim@mweb.co.za

or...

Dr Beatrice Thuynsma

Department of Education

Peninsula Technikon

Telephone: 021-959 6450/6245

Fax: 021-959 6068

Email: thuynsmab@pentech.ac.za

Questions about your rights as educator participant; comments or complaints about the study may also be presented to:

The Higher Degrees Committee

Peninsula Technikon

Bellville

Telephone: 021-959 6911

Fax: 021-951 5617

Appendix E (continued): Consent form for the peer mediators

PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION
RESEARCH

(FOR THE PEER MEDIATION FACILITATORS PARTICIPATING IN A FOCUS
GROUP INTERVIEW)

I, _____ (*please print name in full*),
have read the above and am satisfied with my understanding of the nature of the
study, the nature of my participation and the possible benefits and alternatives.
My questions about the study have been answered. I agree to be interviewed as
part of a focus group and to allow audiotape recordings to be made of the
interviews. I agree that a research associate chosen by the researcher, who has
agreed to keep the contents confidential, may transcribe the tape recordings.
The researcher has informed me that the tape recordings will be erased once the
study is completed and the findings documented. I hereby voluntarily consent to
my participation in the evaluation research study as described. I have been
offered copies of this consent form for educators.

Name of educator (printed)

Signature of educator

Date

Name of witness (printed)

Signature of witness

Date

Colin Isaacs
(Researcher)

Date

Dr Beatrice Thuynsma
(Supervisor)

Date

Appendix F: Information sheet for educators

PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION RESEARCH

(FOR GRADE 7 EDUCATORS PARTICIPATING IN A FOCUS GROUP INTERVIEW)

Please read the following carefully before signing the form.

Formal title:

Peace Education: Positive change via peer mediation in the primary school.

The study purpose:

The purpose of this research is to evaluate the conceptualisation; the design, implementation and impact of a Peer Mediation Programme for selected Grade 7 learners at a primary school by means of action research in order to improve the programme for future implementation at the school.

Research procedures:

If you agree to participate in this study, you will be asked to participate in one focus group interview together with 4 other educators. The interview will last approximately 60 minutes. All the information obtained from you will remain strictly confidential.

Possible benefits:

The research will be helpful to educators who are implementing the programme, as they will be able to develop and expand on the design of the programme.

The parents will be made aware of the positive impact of the programme

The research will also benefit learners since they will be able to use peer mediation in their daily programme.

The discipline and behaviour at the school will improve.

Alternatives:

You may choose not to participate in this study.

Voluntary participation:

Participation in the research is completely voluntary. You may refuse to answer any questions. Your refusal regarding your participation in this study will not affect your future treatment at the school. If you decide to participate in the study, you are free to change your mind and discontinue your participation in the study at any time and this will not affect the manner in which you are treated at the school.

Confidentiality:

Information obtained about you for this study will remain confidential and neither your identity, nor York Road Primary School will be mentioned in the transcripts.

The focus group interview that you are being asked to attend will be recorded on audiotape. The recordings and the transcription thereof will remain confidential, and neither your identity, nor York Road Primary School will be mentioned in the transcripts.

A research associate, who has also been chosen by the researcher and who has agreed to keep the contents confidential will transcribe the recordings. No employee at your school or member of any participating organisation will have access to the questionnaires or transcripts. The recordings will be erased once the study is complete and the research findings have been documented. Any reports or publications about the study will not identify you, or any other individual study participant, school or community.

Questions:

Any questions or problems related to this research should be directed to the following persons:

The Principal

York Road Primary School
33 lower York Road
Lansdowne
7780.

Telephone: 021 7041705 / 6
Fax: 021 7037929
Email: yorkprim@mweb.co.za

or...

Dr Beatrice Thuynsma

Department of Education
Peninsula Technikon

Telephone: 021-959 6450/6245
Fax: 021-959 6068
Email: thuynsmab@pentech.ac.za

Questions about your rights as educator participant; comments or complaints about the study may also be presented to:

The Higher Degrees Committee

Peninsula Technikon
Bellville

Telephone: 021-959 6911
Fax: 021-951 5617

Appendix F (continued): Consent form for the educators

PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION RESEARCH

(FOR GRADE 7 EDUCATORS PARTICIPATING IN A FOCUS GROUP INTERVIEW)

I, _____ (*please print name in full*), have read the above and am satisfied with my understanding of the nature of the study, the nature of my participation and the possible benefits and alternatives. My questions about the study have been answered. I agree to be interviewed as part of a focus group and to allow audiotape recordings to be made of the interviews. I agree that a research associate chosen by the researcher, who has agreed to keep the contents confidential, may transcribe the tape recordings. The researcher has informed me that the tape recordings will be erased once the study is completed and the findings documented. I hereby voluntarily consent to my participation in the evaluation research study as described. I have been offered copies of this consent form for educators.

Name of educator (printed)

Signature of educator

Date

Name of witness (printed)

Signature of witness

Date

Colin Isaacs
(Researcher)

Date

Dr Beatrice Thuynsma
(Supervisor)

Date

Appendix G: Information sheet for the parents

PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION RESEARCH (FOR PARENTS PARTICIPATING IN A FOCUS GROUP INTERVIEW)

Please read the following carefully before signing the form.

Formal title:

Peace Education: Positive change via peer mediation in the primary school.

The study purpose:

The purpose of this research is to evaluate the conceptualisation, the design, implementation and impact of a Peer Mediation Programme for selected Grade 7 learners at a primary school by means of action research in order to improve the programme for future implementation at the school.

Research procedures:

If you agree to participate in this study, you will be asked to complete a questionnaire and to participate in one focus group interview together with 4 – 5 other parents who have children in the mediator programme. The interview will last approximately 60 minutes. All the information obtained from you will remain strictly confidential.

Possible benefits:

The research will be helpful to educators who are implementing the programme, as they will be able to develop and expand on the design of the programme. The parents will be made aware of the positive impact of the programme. The research will also benefit learners since they will be able to use peer mediation in their daily programme. The discipline and behaviour at the school will improve.

Alternatives:

You may choose not to participate in this study.

Voluntary participation:

Participation in the research is completely voluntary. You are free to refuse to answer any questions. Your decision regarding your participation in this study will not affect your relationship with the school or your child's future treatment at the school. If you decide to participate in the study, you are free to change your mind and discontinue your participation in the study at any time without any effect on your relationship with the school or your child's future treatment at the school.

Confidentiality:

The interviews will remain confidential and neither your identity, nor your child's identity, nor York Road Primary School's identity will be disclosed in the findings.

The focus group interview that you are being asked to attend will be recorded on audiotape. The recordings and the transcription thereof will remain confidential,

and neither your identity, nor your child's identity, nor York Road Primary School will be mentioned in the transcript.

A research associate, who has also been chosen by the researcher and who has agreed to keep the contents confidential will transcribe the recordings. No employee at your child's school or member of any participating organisation will have access to the questionnaires or transcripts. The recordings will be erased once the study is complete and the research findings have been documented. Any reports or publications about the study will not identify you, your child or any other individual study participant, school or community.

Questions:

Any questions or problems related to this research should be directed to the following persons:

The Principal

York Road Primary School
33 lower York Road
Lansdowne
7780.

Telephone: 021 7041705 / 6
Fax: 021 7037929
Email: yorkprim@mweb.co.za

or...

Dr Beatrice Thuynsma

Department of Education
Peninsula Technikon

Telephone: 021-959 6450/6245
Fax: 021-959 6068
Email: thuynsmab@pentech.ac.za

Questions about your rights as a study participant, and your rights as the guardian or parent of a study participant, comments or complaints about the study may also be presented to:

The Higher Degrees Committee

Peninsula Technikon
Bellville

Telephone: 021-959 6911
Fax: 021-951 5617

Appendix G (continued): Consent form for the parents

**PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION
RESEARCH**

(FOR PARENTS PARTICIPATING IN A FOCUS GROUP INTERVIEW)

I, _____ (*please print full name*),
have read the above and am satisfied with my understanding of the nature of the
study, the nature of my participation and the possible benefits and alternatives.
My questions about the study have been answered. I agree to be interviewed
and to allow audiotape recordings to be made of the interviews. I agree that a
research associate chosen by the researcher, who has agreed to keep the
contents confidential, may transcribe the tape recordings. The researcher has
informed me that the tape recordings will be erased once the study is complete
and the findings documented. I hereby voluntarily consent to my participation in
the evaluation research study as described. I have been offered copies of this
consent form for parent.

Name of parent (printed)

Signature of the parent

Date

Name of witness (printed)

Signature of witness

Date

Colin Isaacs
(Researcher)

Date

Dr Beatrice Thuynsma
(Supervisor)

Date

Appendix H: Information sheet for the role players

PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION RESEARCH

(FOR ROLE PLAYERS PARTICIPATING IN A FOCUS GROUP INTERVIEW)

Please read the following carefully before signing the form.

Formal title:

Peace Education: Positive change via peer mediation in the primary school.

The study purpose:

The purpose of this research is to evaluate the conceptualisation; the design, implementation and impact of a Peer Mediation Programme for selected Grade 7 learners at a primary school by means of evaluation research in order to improve the programme for future implementation at the school.

Research procedures:

If you agree to participate in this study, you will be asked to participate in one focus group interview together with 5 other role players involved in the programme. The interview will last approximately 60 minutes. All the information obtained from you will remain strictly confidential.

Possible benefits:

The research will be helpful to educators who are implementing the programme, as they will be able to develop and expand on the design of the programme.

The parents will be made aware of the positive impact of the programme

The research will also benefit learners since they will be able to use peer mediation in their daily programme.

The discipline and behaviour at the school will improve.

Alternatives:

You may choose not to participate in this study.

Voluntary participation:

Participation in the research is completely voluntary. You may refuse to answer any questions. Your refusal regarding your participation in this study will not affect your future treatment at the school. If you decide to participate in the study, you are free to change your mind and discontinue your participation in the study at any time and this will not affect the manner in which you are treated at the school.

Confidentiality:

Information obtained about you for this study will remain confidential and neither your identity, nor York Road Primary School will be mentioned in the transcripts.

The focus group interview that you are being asked to attend will be recorded on audiotape. The recordings and the transcription thereof will remain confidential, and neither your identity, nor York Road Primary School will be mentioned in the transcripts.

A research associate, who has also been chosen by the researcher and who has agreed to keep the contents confidential will transcribe the recordings. No employee at your school or member of any participating organisation will have access to the questionnaires or transcripts. The recordings will be erased once the study is complete and the research findings have been documented. Any reports or publications about the study will not identify you, or any other individual study participant, school or community.

Questions:

Any questions or problems related to this research should be directed to the following persons:

The Principal

York Road Primary School
33 lower York Road
Lansdowne
7780.

Telephone: 021 7041705 / 6
Fax: 021 7037929
Email: yorkprim@mweb.co.za

or...

Dr Beatrice Thuynsma

Department of Education
Peninsula Technikon

Telephone: 021-959 6450/6245
Fax: 021-959 6068
Email: thuynsmab@pentech.ac.za

Questions about your rights as educator participant; comments or complaints about the study may also be presented to:

The Higher Degrees Committee

Peninsula Technikon
Bellville

Telephone: 021-959 6911
Fax: 021-951 5617

Appendix H (continued): Consent form for the role players

**PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION
RESEARCH**

(FOR ROLE PLAYERS PARTICIPATING IN A FOCUS GROUP INTERVIEW)

I, _____ (please print name in full),
have read the above and am satisfied with my understanding of the nature of the
study, the nature of my participation and the possible benefits and alternatives.
My questions about the study have been answered. I agree to be interviewed as
part of a focus group and to allow audiotape recordings to be made of the
interviews. I agree that a research associate chosen by the researcher, who has
agreed to keep the contents confidential, may transcribe the tape recordings.
The researcher has informed me that the tape recordings will be erased once the
study is completed and the findings documented. I hereby voluntarily consent to
my participation in the evaluation research study as described. I have been
offered copies of this consent form for educators.

Name of role player (printed) Signature of role player Date

Name of witness (printed) Signature of witness Date

Colin Isaacs
(Researcher) Date

Dr Beatrice Thuynsma
(Supervisor) Date

Appendix I: Information sheet for the first implementer

PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION RESEARCH

(FOR THE FIRST IMPLEMENTER OF THE PEER MEDIATION PROGRAMME PARTICIPATING IN AN INDIVIDUAL INTERVIEW)

Please read the following carefully before signing the form.

Formal title:

Peace Education: Positive change via peer mediation in the primary school.

The study purpose:

The purpose of this research is to evaluate the conceptualisation, the design, implementation and impact of a Peer Mediation Programme for selected Grade 7 learners at a primary school by means of evaluation research in order to improve the programme for future implementation at the school.

Research procedures:

If you agree to participate in this study, you will be asked to participate in an individual interview. The interview will last for approximately 60 minutes. All the information obtained from you will remain strictly confidential.

Possible benefits:

The research will be helpful to educators who are implementing the programme, as they will be able to develop and expand on the design of the programme.

The parents will be made aware of the positive impact of the programme

The research will also benefit learners since they will be able to use peer mediation in their daily programme.

The behaviour and discipline at the school will improve.

Alternative:

You may choose not to participate in this study.

Voluntary participation:

Participation in the research is completely voluntary. You may refuse to answer any questions. If you decide to participate in the study, you are free to change your mind and discontinue your participation in the study at any time and this will not affect the manner in which you are treated at the school.

Confidentiality:

Information obtained about you for this study will remain confidential. The interview will remain confidential. The interview that you are being asked to attend will be recorded on audiotape. The recordings and the transcripts thereof will remain confidential, and neither your identity, nor York Road Primary School will be mentioned in the transcripts. A research associate, who has also been chosen by the researcher and who has agreed to keep the contents confidential will transcribe the recordings. No employee at your school or member of any participating organisation will have access to the questionnaires or transcripts.

The recordings will be erased once the study is completed and the research findings have been documented. Any reports or publications about the study will not identify you, or any other individual study participant, school or community.

Questions:

Any questions or problems related to this research should be directed to the following persons:

The Principal

York Road Primary School
33 lower York Road
Lansdowne
7780.

Telephone: 021 7041705 / 6
Fax: 021 7037929
Email: yorkprim@mweb.co.za

or...

Dr Beatrice Thuynsma

Department of Education
Peninsula Technikon

Telephone: 021-959 6450/6245
Fax: 021-959 6068
Email: thuynsmab@pentech.ac.za

Questions about your rights as educator participant; comments or complaints about the study may also be presented to:

The Higher Degrees Committee

Peninsula Technikon
Bellville

Telephone: 021-959 6911
Fax: 021-951 5617

Appendix I (continued): Consent form for the first implementer

PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION RESEARCH

(FOR THE FIRST IMPLEMENTER OF THE PEER MEDIATION PROGRAMME PARTICIPATING IN AN INDIVIDUAL INTERVIEW)

I, _____ (*please print name in full*), have read the above and am satisfied with my understanding of the nature of the study, the nature of my participation and the possible benefits and alternatives. My questions about the study have been answered. I agree to be interviewed and to allow audiotape recordings to be made of the interviews. I agree that a research associate chosen by the researcher, who has agreed to keep the contents confidential, may transcribe the tape recordings. The researcher has informed me that the tape recordings will be erased once the study is completed and the findings documented. I hereby voluntarily consent to my participation in the evaluation research study as described. I have been offered copies of this consent form.

Name of educator (printed) Signature of educator Date

Name of witness (printed) Signature of witness Date

Colin Isaacs
(Researcher) _____
Date

Dr Beatrice Thuynsma
(Supervisor) _____
Date

Appendix J: Information sheet for the YPM

PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION RESEARCH

(FOR THE YOUTH PROJECT MANGER PARTICIPATING IN AN INDIVIDUAL INTERVIEW)

Please read the following carefully before signing the form.

Formal title:

Peace Education: Positive change via peer mediation in the primary school.

The study purpose:

The purpose of this research is to evaluate the conceptualisation, design, implementation and impact of a Peer Mediation Programme for selected Grade 7 learners at a primary school by means of evaluation research in order to improve the programme for future implementation at the school.

Research procedures:

If you agree to participate in this study, you will be asked to participate in an individual interview. The interview will last for approximately 60 minutes. All the information obtained from you will remain strictly confidential.

Possible benefits:

The research will be helpful to the educators who are implementing the programme, as they will be able to develop and expand on the design of the programme.

The parents will be made aware of the positive impact of the programme. The research will also benefit learners since they will be able to use peer mediation in their daily programme.

The behaviour and discipline at the school will improve.

Alternatives:

You may choose not to participate in this study.

Voluntary participation:

Participation in the research is completely voluntary. You may refuse to answer any questions. If you decide to participate in the study, you are free to change your mind and discontinue your participation in the study at any time without any effect to your treatment at the school.

Confidentiality:

Information obtained about you for this study will remain confidential. The interviews will remain confidential and your identity will not be mentioned in

the transcripts. The interview that you are being asked to attend will be recorded on audiotape. The recordings and the transcripts thereof will remain confidential, and neither your identity, nor York Road Primary will be mentioned in the transcripts.

A research associate, who has also been chosen by the researcher and who has agreed to keep the contents confidential will transcribe the recordings. No employee of the Centre for Conflict Resolution or member of any participating organisation will have access to the questionnaires or transcripts. The recordings will be erased once the study is completed and the research findings have been documented. Any reports or publications about the study will not identify you, or any other individual study participant, school or community.

Questions:

Any questions or problems related to this research should be directed to the following persons:

The Principal

York Road Primary School
33 lower York Road
Lansdowne
7780.
Telephone: 021 7041705 / 6
Fax: 021 7037929
Email: yorkprim@mweb.co.za

or...

Dr Beatrice Thuynsma

Department of Education
Peninsula Technikon
Telephone: 021-959 6450/6245
Fax: 021-959 6068
Email: thuynsmab@pentech.ac.za

Questions about your rights as educator participant; comments or complaints about the study may also be presented to:

The Higher Degrees Committee

Peninsula Technikon
Bellville
Telephone: 021-959 6911
Fax: 021-951 5617

Appendix J: Consent form for the YPM

**PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION
RESEARCH**

**(FOR THE YOUTH PROJECT MANAGER PARTICIPATING IN AN INDIVIDUAL
INTERVIEW)**

I, _____ (*please print name in full*),
have read the above and am satisfied with my understanding of the nature of the
study, the nature of my participation and the possible benefits and alternatives.
My questions about the study have been answered. I agree to be interviewed as
part of a focus group and to allow audiotape recordings to be made of the
interviews. I agree that a research associate chosen by the researcher, who has
agreed to keep the contents confidential, may transcribe the tape recordings.
The researcher has informed me that the tape recordings will be erased once the
study is completed and the findings documented. I hereby voluntarily consent to
my participation in the evaluation research study as described. I have been
offered copies of this consent form.

Name (printed)

Signature

Date

Name of witness (printed)

Signature of witness

Date

Colin Isaacs
(Researcher)

Date

Dr Beatrice Thuynsma
(Supervisor)

Date

Appendix K: Information sheet for the mediators

PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION RESEARCH

(FOR LEARNERS ANSWERING QUESTIONNAIRES)

Please read the following carefully before signing the form.

Formal title:

Peace Education: Positive change via peer mediation in the primary school.

The study purpose:

You are being invited to participate in an evaluation research study at your school. The research will evaluate the Peer Mediation Programme in which you are presently participating as a mediator. It is hoped that the study will help to improve the programme for other learners like yourself, and that it will also help to improve the discipline and behaviour at your school.

Research procedures:

If you decide to participate in this study, you will be asked to answer a questionnaire. Only the researcher conducting the interview will know how you answered the questions and the researcher will not use your names when writing a report about the interview.

Possible benefits:

The research will be helpful to the educators who are implementing the programme, as they will be able to improve on the programme for you and future learners who will participate in the Peer Mediation Programme.

Your parents will be made aware of the how the programme can help you at school and in your daily lives.

The research will also benefit you the learner, since you will be able to use the mediator training in your daily lives.

The behaviour and discipline at your school will improve.

Your choices:

Being a part of this study is your own choice and whatever you decide will not affect your marks or whatever your teachers think of you. You don't have to answer any of the questions if you feel that you don't want to. If you decide to be part of the study and change your mind later, you may do so.

Confidentiality:

Only the researcher will know how you answered the questions. Your name will not be written down or given to anyone for any reason.

Questions:

If you have any questions or problems related to this research you could contact the following persons:

The Principal

York Road Primary School
33 lower York Road
Lansdowne
7780.
Telephone: 021 7041705 / 6
Fax: 021 7037929
Email: yorkprim@mweb.co.za

or...

Dr Beatrice Thynsma
Department of Education
Peninsula Technikon
Telephone: 021-959 6450/6245
Fax: 021-959 6068
Email: thuynsmab@pentech.ac.za

If you have questions about your rights as a learner taking part in the study, or comments or complaints about the study you may also contact the following persons:

The Higher Degrees Committee
Peninsula Technikon
Bellville
Telephone: 021-959 6911
Fax: 021-951 5617

Appendix K (continued): Consent form for the mediators

**PEER MEDIATION PROGRAMME CONSENT FORM FOR EVALUATION
RESEARCH**

(FOR LEARNERS ANSWERING QUESTIONNAIRES)

I, _____ (*please print name in full*),
have read what is written above and I understand what it will mean if I agree to be
a part of the study. My questions about the study have been answered. I agree
to answer the questionnaires. I want to be part of this research. I have been
offered a copy of this consent form.

Name of learner (printed)

Signature of learner

Date

Name of parent (printed)

Signature of parent

Date

Colin Isaacs
(Researcher)

Date

Dr Beatrice Thuynsma
(Supervisor)

Date

Appendix L: Focus group questions for the mediators

Focus Group Questions for the Peer Mediators

These questions are an inquiry into the four areas of conceptualisation, design, implementation and impact of the Peer Mediation Programme. The questions will not follow a strict sequence but will often deviate as the group answers.

1 Conceptualisation

- 1.1 Can you explain what conflict is?
- 1.2 Can you explain what a mediator is?
- 1.3 "Mediators are treated differently." Explain why you agree or disagree.

2 Design

- 2.1 Why do you think you were chosen for The Peer Mediation Programme?
- 2.2 What part of the training did you think was the most important?
- 2.3 Can you explain what the Peer Mediation Programme has taught you?
- 2.4 What changes can be made to improve the Peer Mediation Programme?
- 2.5 Should the Peer mediation programme be taught to the lower grades as well?

3 Implementation

- 3.1 Have you used your mediation skills in the playground?
- 3.2 Do the learners always listen to you when you try to help them?
- 3.3 What did the Peer Mediation camp teach you?
- 3.4 How did you find the Wednesday afternoon mediator classes?
- 3.5 Do you ever become bored with having to do mediation with other learners?
- 3.6 Do you feel that the programme works well for the school?

4 Impact

- 4.1 In which way do you think the Peer Mediation Programme has helped the school?
- 4.2 How do you think your parents could be involved in the Peer Mediation Programme?
- 4.3 What do your parents think about your participation in the Peer Mediation Programme?
- 4.4 Can you give an example of when you used peer mediation outside of the school?
- 4.5 How do the learners react to you in the playground?
- 4.6 What positive changes have you experienced in your life now that you are a peer mediator?
- 4.7 What negative experiences has the programme had for you?
- 4.8 Is there anything else you would like to mention about the Peer Mediation Programme?

5 Closing Question

- 5.1 Are there any other issues or matters that have not been discussed during this interview that you feel are important and relevant?

Appendix M: Focus group questions for the role players

Focus Group Questions for the Facilitators Implementing the Programme

These questions investigate the conceptualisation, design, implementation and impact of the Peer Mediation Programme. While the questions will not follow a strict sequence but will often deviate as the group answers.

1 Conceptualisation

- 1.1 Why are you as educators involved in the implementation of The Peer Mediation Programme?
- 1.2 What do you hope to achieve with the Peer Mediation Programme?

2 Design

- 2.1 How were you trained to implement the Peer Mediation Programme at York Road Primary?
- 2.2 How do you regularly update your working knowledge and understanding of the Peer Mediation Programme?
- 2.3 How do you prepare your sessions for the Peer Mediation Programme?
- 2.4 Does the Centre for Conflict Resolution allow you to change their programme?
- 2.5 How are the learners chosen for the Peer Mediation Programme?
- 2.6 Do the educators have set criteria for selecting the mediators?
- 2.7 Please explain why you feel that the selection process for learners to participate in the Peer Mediation Programme is acceptable to you as implementers?
- 2.8 In your opinion, is the process subjective or objective?
- 2.9 "Only certain learners are chosen for the programme." Explain why you agree or disagree with this statement?
- 2.10 How would you improve the Mediation Programme?

3 Implementation

- 3.1 Have you formed network links to inform you about related practices at other primary schools or elsewhere with other schools?
- 3.2 If so, how has it benefited the programme?
- 3.3 If not, why not?
- 3.4 Was the time for implementation of the Peer Mediation Programme sufficient to achieve the implementation objectives?
- 3.5 How many hours is the entire programme?
- 3.6 Do you have sufficient funding to implement the Peer Mediation Programme and how are the funds utilised?
- 3.7 Should the Peer Mediation Programme be implemented for learners in the lower grades as well?
- 3.8 Is the programme very isolated as it is presently implemented?
- 3.9 Does the school need to become more aware of the programme?

4 Impact

- 4.1 How do the learners at York Road Primary School benefit from the Peer Mediation Programme?
- 4.2 How would you involve parents in the programme?
- 4.3 How are parents notified of the progress in the programme?
- 4.4 In which ways does the school support the Peer Mediation Programme?
- 4.5 Does the school support the concept of Peace Education and peer mediation?
- 4.6 In your opinion, what impact has the peer mediation programme had on the mediators?
- 4.7 When you speak about skills, which particular skills are you referring to?
- 4.8 Have the mediators extended their peer mediation skills into the community?
- 4.9 "Peer Mediation has not made any change to the discipline and behaviour at York Road Primary." Explain why you agree or disagree with this statement.

5 Closing Question

- 5.1 Are there any other issues or matters that have not been discussed during this interview that you feel are important and relevant?

Appendix N: Focus group questions for educators

Focus Group Questions for the Grade 7 Educators

These questions investigate the conceptualisation, design, implementation and impact of the Peer Mediation Programme. These Grade 7 educators are the class educators of the peer mediators and while they are not involved with the actual implementation of the programme, the questions investigate their perception and conceptualisation of the programme. The questions will not follow a strict sequence, but will often deviate as the group answers.

1 Conceptualisation

- 1.1 In your opinion, what does the school hope to achieve with the Peer Mediation Programme?

2 Design

- 2.1 Do you feel the learners are committed to the mediation programme?
- 2.2 What are your comments on the 'selection process' used to select the mediators for the Peer Mediation Programme?
- 2.3 How are the learners chosen for the Peer Mediation Programme?
- 2.4 Please explain why you feel that the selection process for learners to participate in the Peer Mediation Programme is acceptable to you as educators?
- 2.5 "Only certain learners are chosen for the programme." Explain why you agree or disagree with this statement?
- 2.6 How would you improve the Mediation Programme?

3 Implementation

- 3.1 To what extent do the mediators assist the school's programme?
- 3.2 Are the mediators capable of handling the duties assigned to them?
- 3.3 Has the facilitation of their duties made any improvement to the discipline of learners?
- 3.4 Should the Peer Mediation Programme be implemented for learners in the lower grades as well?

4 Impact

- 4.1 In which ways does the school support the Peer Mediation Programme?
- 4.2 How do the learners at York Road Primary School benefit from the Peer Mediation Programme?
- 4.3 "Peer Mediation has not made any change to the discipline and behaviour at York Road Primary." Explain why you agree or disagree with this statement.
- 4.4 How would you involve parents in the programme?
- 4.5 How are parents notified of the progress in the programme?
- 4.6 In which ways does the school support the Peer Mediation Programme?
- 4.7 In your opinion, what impact has the peer mediation programme had on the mediators?

- 4.8 “Peer Mediation has not made any change to the discipline and behaviour at York Road Primary.” Explain why you agree or disagree with this statement.
- 4.9 How would you involve parents in the programme?
- 4.10 How are parents notified of the progress in the programme?
- 4.11 Have the mediators extended their peer mediation skills into the community?

5 Closing Question

- 5.1 Are there any other issues or matters that have not been discussed during this interview that you feel are important and relevant?

Appendix O: Focus group questions for the parents

Focus Group Questions for the Parents of the Peer Mediators

These questions investigate the conceptualisation, design, implementation and impact of the Peer Mediation Programme as understood and conceptualised by the parents of the peer mediators. The questions will not follow a strict sequence, but will often deviate as the group answers.

1 Conceptualisation

- 1.1 Did your child ever use terminology, which you recognised or thought was relevant to the Peer Mediation Programme and if so in which context was the terminology used?
- 1.2 Why do you think your child was chosen for the Peer Mediation Programme?
- 1.3 The skills taught to learners can effectively be used to resolve conflict amongst their peers." Explain why you agree or disagree with this statement.

2 Design

- 2.1 Why do you think your child was chosen for the Peer Mediation Programme?
- 2.2 How were you informed that your child was chosen?
- 2.3 What do you think the selection criteria for a learner partaking in the Peer Mediation Programme was?
- 2.4 How would you improve on the Peer Mediation Programme?
- 2.5 Please share some information on similar programmes at other primary schools, if you can?

3 Implementation

- 3.1 Have you received sufficient feedback from the school about the Peer Mediation Programme?
- 3.2 If no, what feedback would you like to receive from the school?
- 3.3 Should the Peer Mediation Programme be taught to learners in the lower grades as well?

4 Impact

- 4.1 Explain what impact the 3-day Mediator camp had on your child?
- 4.2 In your opinion, what has the Peer Mediation Programme taught your child?
- 4.3 In which ways are you as parents involved in the Peer Mediation Programme?
- 4.4 If no, in which way could you become more involved in the programme?
- 4.5 On which basis would you say that the educators are sufficiently empowered to implement the programme?
- 4.6 Or alternatively are not sufficiently empowered to implement the programme?
- 4.7 How do you think that this programme can benefit the school?

5 Closing Question

- 5.1 Are there any other issues or matters that have not been discussed during this interview that you feel are important and relevant?

Appendix P: Focus group questions for the role players

Focus Group Questions for the Role Players involved in the Peer Mediation Programme

These questions investigate the design, implementation and impact of the Peer Mediation Programme. The questions are specifically designed to focus on the improvements that can be made to the programme. The two questions will be used to generate a discussion around the peer mediators' duty and the extra duties attached to their portfolios as well as improvements to the programme.

1 Implementation and impact on the community

- 1.1 The Peer Mediation Programme at this school extends beyond peer mediation to include daily duties for the mediators. These duties assist in the smooth running of the school. How do you see the two areas complementing each other, or are the extra responsibilities too demanding for the learners?
- 1.2 How will you improve the Peer Mediation Programme for a school?
(Bearing the extended duties in mind, the question must illicit whether it is beneficial to continue to extend the programme with the extra duties which detract from the mediators core responsibility, or alternatively to re-look at the present design. Probing questions will be used to in order to steer the group so that the focus remains on improving the programme.)
- 1.3 How would you suggest that parents and the community become more involved in Peace Education?

2 Closing question

- 2.1 Are there any other issues or matters that have not been discussed during this interview that you feel are important and relevant?

Appendix Q: Individual interview with the first implementer

Individual interview Questions for the First Implementer of the Peer Mediation Programme at the School where the Research is being conducted

These questions investigate the conceptualisation, design, implementation and impact of the Peer Mediation Programme. I am aware that the educator no longer teaches at the school and that the educator is no longer involved in the implementation of Peace Education. The questions will reflect on the years that the educator was actively implementing the programme at the school. The questions will not follow a strict sequence, but will often deviate as the group answers.

1 Conceptualisation

- 1.1 How did you first hear of conflict resolution and peer mediation?
- 1.2 Why did you decide to introduce conflict resolution and peer mediation at York Road?
- 1.3 What training in conflict resolution and peer mediation had you received?
- 1.4 How did you introduce the mediator programme at York Road?
- 1.5 What were your objectives for the programme at that time and what were you hoping to achieve?

2 Design

- 2.1 How was the programme designed?
- 2.2 Did you make any alterations to the structure of the programme?
- 2.3 Which changes did you include?
- 2.4 How many educators were involved in assisting you at the time and were they trained?
- 2.5 Which grade of learners participated in the programme and how did you select the learners to participate in the programme?
- 2.6 What resources did you use at that time?
- 2.7 Was there any policy structured around the learners' attendance?

3 Implementation

- 3.1 Over what period of time was the programme implemented?
- 3.2 After the learners had completed the training was there any support for them?
- 3.3 How did the school support your efforts and the programme?
- 3.4 How did the Centre for Conflict Resolution support you?
- 3.5 Why do you think the school's partnership with the Youth Project was severed?
- 3.6 How successful were the mediators at handling conflict by using peer mediation?
- 3.7 Did you have feedback meetings with the mediators?
- 3.8 Do you think that the Peer Mediation Programme should be implemented for learners in the lower grades?

4 Impact

- 4.1 What impact did the programme have on the learners?
- 4.2 Were the parents involved in any way?
- 4.3 In which way was the community involved in the programme?

5 Closing Question

- 5.1 Are there any other issues or matters that have not been discussed during this interview that you feel are important and relevant?

Appendix R: Individual interview with the YPM

Individual Interview with the Youth Programme Manager

These questions investigate the conceptualisation, design, implementation and impact of the Peer Mediation Programme. The Youth Programme Manager is involved with the implementation of Peace Education for educators and the questions used in this interview will inquire about the conceptualisation of the programme, the design and its improvements over the years, implementation of the programme at schools as well as the impact that the programme is currently having on the stakeholders. The questions will not follow a strict sequence, but will often deviate as the group answers.

1 Conceptualisation

- 1.1 Can you explain who you are and as well as your present position at the Centre for Conflict resolution?
- 1.2 How did you first become involved with conflict resolution and mediation?
- 1.3 When were the programmes first introduced at school level?
- 1.4 Can you explain the work of the Youth Project?
- 1.5 What are the objectives of Peace Education at schools?
- 1.6 How did the name Peace Education evolve?

2 Design

- 2.1 How are the Creative and Constructive Approaches to Conflict (CCAC) as well as the Mediation in School Communities and (MICS) courses designed?
- 2.2 How do you expect schools to design their programmes?
- 2.3 Are there any particular criteria, which you prescribe for the selection of learners as mediators?

3 Implementation

- 3.1 How does the Youth Project support schools where peer mediation programmes are operational?
- 3.2 Should the Peer Mediation programme be implemented for learners in grades lower than Grade 7 as well?
- 3.3 Can the concepts be implemented with adapted levels?

4 Impact

- 4.1 In your experience, what impact does a peer mediation programme have on the mediators at a school?
- 4.2 How does the programme impact on the learners at a school?
- 4.3 How does a community become involved in a school's peer mediation programme?

5 Closing Question

- 5.1 Are there any other issues or matters that have not been discussed during this interview that you feel are important and relevant?

Appendix S: Mediators' questionnaire

Number.

PEER MEDIATION PROGRAMME

(QUESTIONNAIRE FOR LEARNERS PARTICIPATING IN THE PROGRAMME)

Read the questions carefully and place a tick (✓) in the box that you regard as a suitable response to the question.

- 1) Do you understand what the term conflict means?

YES	NO
-----	----

- 2) Do you understand what the term mediation means?

YES	NO
-----	----

- 3) "The Peer Mediation Programme has taught me to be more tolerant towards other learners."

AGREE	DISAGREE
-------	----------

- 4) "Mediators are more superior to other learners at the school."

AGREE	DISAGREE
-------	----------

- 5) "Mediators do not have to obey the Code of Conduct."

AGREE	DISAGREE
-------	----------

- 6) "Mediators do not have to set ground rules when trying to resolve conflict between two learners in the playground."

AGREE	DISAGREE
-------	----------

- 7) All conflict must be resolved with a "Win-Win" situation."

AGREE	DISAGREE
-------	----------

- 8) Are all the duties required of you as a mediator necessary for the school?

YES	NO
-----	----

- 9) Would you like to change some things in the Peer Mediation Programme?

YES	NO
-----	----

- 10) Should the Peer Mediation Programme be taught to learners in the lower grades as well?

YES	NO
-----	----

- 11) Do you understand all the duties that you must perform?

YES	NO
-----	----

- 12) "The Mediators have less free time at school (especially during an interval)."

AGREE	DISAGREE
-------	----------

- 13) Did you have an opportunity to use your mediation skills that you were taught in a conflict situation at home or outside of school?

YES	NO
-----	----

14) The peer mediation programme developed certain qualities in me like honesty, trust and confidentiality.

YES	NO
-----	----

15) "I am developing the skill of problem solving?"

AGREE	DISAGREE
-------	----------

16) Did you inform your parents about the Peer Mediation Programme?

YES	NO
-----	----

17) "My parents understand my role as a mediator"

AGREE	DISAGREE
-------	----------

18) "The Peer Mediation Programme has taught me certain skills"

AGREE	DISAGREE
-------	----------

19) "The school benefits from a Peer Mediation Programme."

YES	NO
-----	----

20) Do you feel that the Peer Mediation Programme will benefit you at high school?

YES	NO
-----	----

Thank you for completing the questionnaire and for your co-operation

Appendix T: Camp questionnaire

Peer Mediator Questionnaire at the Camp

Name: _____

1. What is conflict? Give an example of conflict.
2. In your opinion is conflict a normal occurrence. State why you say either 'yes' or 'no'?
3. Name one foul that can spoil the mediation process?
4. What is a "win-win" situation?
5. Briefly describe what happens during the mediation process?
6. Name one thing that a mediator should never do during mediation?
7. Name one thing that both people should agree upon when entering the mediation process?
8. What is active listening?

Appendix U: Camp evaluation questionnaire

Evaluation for Student Mediation Training

1. Name three activities that you enjoyed the most during the Mediation Training?
2. Name three activities that you disliked during the Mediation Training and why?
3. List three new things that you learnt during the Mediation Training?
4. What do you think was the most important part of the Mediation Training?
5. What suggestions do you have for improving the Mediation Training?

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Appendix V: Table of Yes and No responses

Table: Yes and No Responses and Percentages

QUESTIONS	Yes responses	%	No responses	%
1	30	100%	0	0%
2	30	100%	0	0%
3	28	93%	2	7%
4	5	17%	25	83%
5	0	0%	30	100%
6	0	0%	30	100%
7	28	93%	2	7%
8	25	83%	5	17%
9	18	60%	12	40%
10	22	73%	8	27%
11	29	97%	1	3%
12	29	97%	1	3%
13	24	80%	6	20%
14	29	97%	1	3%
15	29	97%	1	3%
16	29	97%	1	3%
17	30	100%	0	0%
18	29	97%	1	3%
19	19	63%	11	37%
20	28	93%	2	7%

Appendix W: Cumulative frequencies

Table Cumulative Frequencies (Questions 1 – 10)

LEARNERS	Q1		Q.2		Q.3		Q.4		Q.5		Q.6		Q.7		Q.8		Q.9		Q.10	
	y	n	y	n	y	n	y	n	y	n	y	n	y	n	y	n	y	n	y	n
1	1		1		1		1		1		1		1		1		1		1	
2	1		1		1		1		1		1		1		1		1		1	
3	1		1		1		1		1		1		1		1		1		1	
4	1		1		1		1		1		1		1		1		1		1	
5	1		1		1		1		1		1		1		1		1		1	
6	1		1		1		1		1		1		1	1	1		1	1	1	
7	1		1		1		1		1		1	1	1	1	1		1	1	1	
8	1		1		1		1		1		1	1	1	1	1	1	1	1	1	
9	1		1		1		1		1		1	1	1	1	1	1	1	1	1	1
10	1		1		1		1		1		1	1	1	1	1	1	1	1	1	
11	1		1		1		1	1		1		1	1	1	1	1	1	1	1	
12	1		1			1		1		1		1	1		1	1	1	1	1	
13	1		1			1		1		1		1	1		1	1	1	1	1	
14	1		1		1		1		1		1	1	1	1	1		1	1	1	
15	1		1		1		1		1		1	1	1	1	1		1	1	1	
16	1		1		1		1		1		1	1	1	1	1		1	1	1	
17	1		1		1		1		1		1	1	1	1	1		1	1	1	
18	1		1		1		1		1		1	1	1	1	1		1	1	1	
19	1		1		1		1		1		1	1	1	1	1		1	1	1	
20	1		1		1		1		1		1	1	1	1	1		1	1	1	
21	1		1		1		1		1		1	1	1		1	1	1	1	1	
22	1		1		1		1	1		1		1	1	1	1		1	1	1	1
23	1		1		1		1		1		1	1	1	1	1		1	1	1	
24	1		1		1		1		1		1	1	1		1	1	1	1	1	
25	1		1		1		1		1		1	1	1	1	1		1	1	1	
26	1		1		1		1		1		1	1	1	1	1		1	1	1	1
27	1		1		1		1		1		1	1	1		1	1	1	1	1	
28	1		1		1		1		1		1	1	1	1	1		1	1	1	1
29	1		1		1		1		1		1	1	1	1	1		1	1	1	1
30	1		1		1		1		1		1	1	1	1	1	1	1	1	1	1
TOTALS	30	0	30	0	28	2	5	25	0	30	0	30	28	2	25	5	18	12	22	8
%	100	0	100	0	93	7	17	83	0	100	0	100	93	7	83	17	60	40	73	27

Appendix W (continued): Cumulative frequencies

Table: Cumulative Frequencies

Table Cumulative Frequencies (Questions 11 – 20)

LEARNERS	Q.11		Q.12		Q.13		Q.14		Q.15		Q.16		Q.17		Q.18		Q.19		Q.20	
	y	n	y	n	y	n	y	n	y	n	y	n	y	n	y	n	y	n	y	n
1	1		1		1		1		1		1		1		1		1		1	
2	1		1		1		1		1		1		1		1		1		1	
3		1	1		1		1		1		1		1		1		1		1	
4	1		1		1		1		1		1		1		1		1		1	
5	1		1		1		1		1		1		1		1		1			1
6	1		1			1	1		1			1	1		1		1		1	
7	1		1		1		1		1		1		1		1		1		1	
8	1		1		1		1		1		1		1		1		1		1	
9	1		1		1		1		1		1		1		1		1		1	
10	1		1		1		1		1		1		1			1	1		1	
11	1		1		1		1		1		1		1		1		1		1	
12	1		1		1		1		1		1		1		1		1		1	
13	1		1		1		1		1		1		1		1		1			1
14	1		1		1		1		1		1		1		1		1		1	
15	1			1	1		1		1		1		1		1		1		1	
16	1		1		1		1		1		1		1		1		1		1	
17	1		1		1		1		1		1		1		1		1		1	
18	1		1		1		1		1		1		1		1		1		1	
19	1		1			1		1	1		1		1		1		1		1	
20	1		1			1	1			1	1		1		1		1		1	
21	1		1		1		1		1		1		1		1		1		1	
22	1		1			1	1		1		1		1		1		1		1	
23	1		1		1		1		1		1		1		1		1		1	
24	1		1			1	1		1		1		1		1		1		1	
25	1		1			1	1		1		1		1		1		1		1	
26	1		1		1		1		1		1		1		1		1		1	
27	1		1		1		1		1		1		1		1		1		1	
28	1		1		1		1		1		1		1		1		1		1	
29	1		1		1		1		1		1		1		1		1		1	
30	1		1			1	1		1		1		1		1		1		1	
TOTALS	29	1	29	1	24	6	29	1	29	1	29	1	30	0	29	1	19	11	28	2
%	97	3	97	3	80	20	97	3	97	3	97	3	100	0	97	3	63	37	93	7